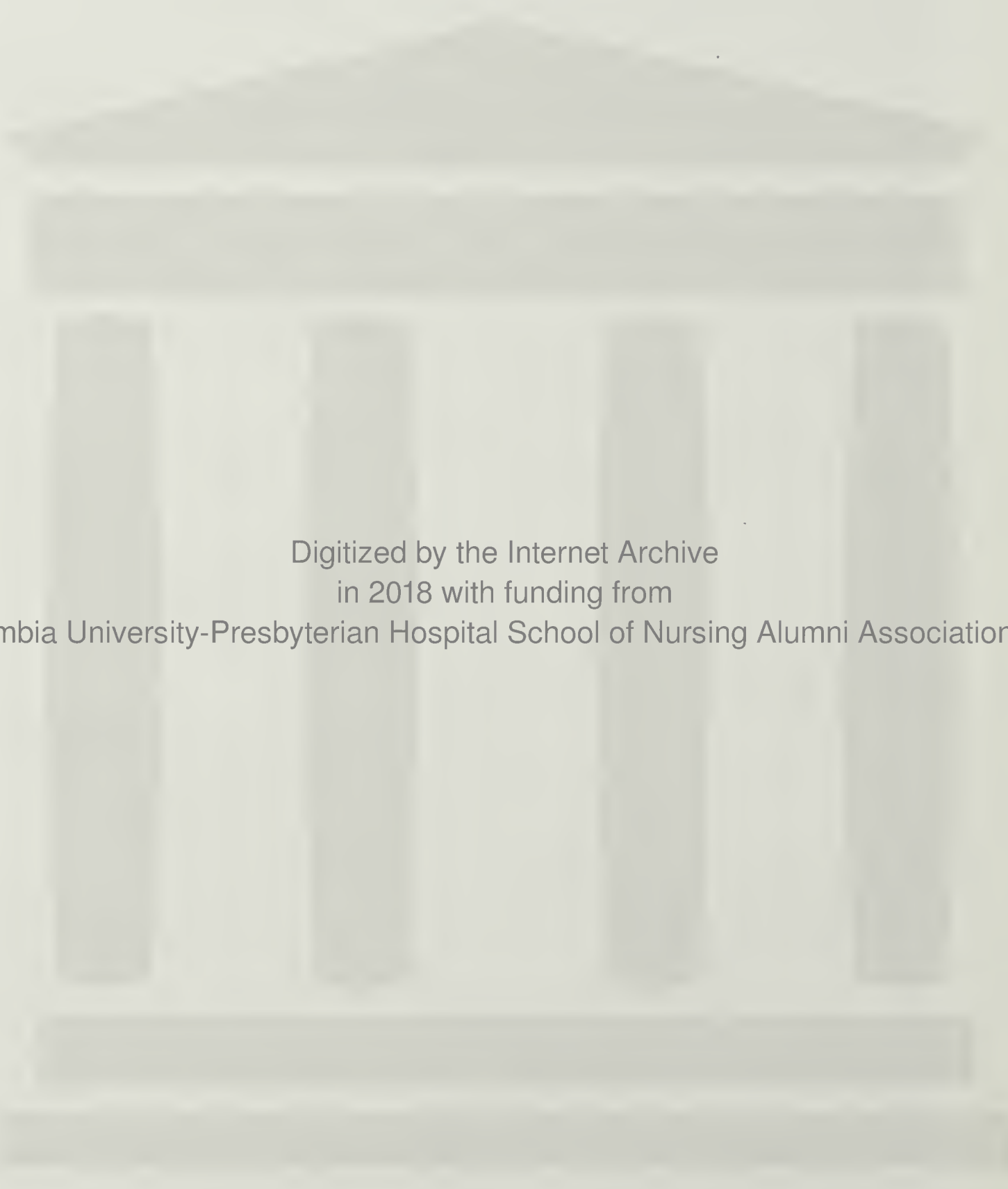




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The Columbia University School of Nursing

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Columbia
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School of Nursing
1999-2002



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To Communicate with the School

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 New York, NY 10032

TELEPHONE:

(212) 305-5756

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Message from the Dean

This academic bulletin offers an overview of curriculum, faculty, and student activities in the School of Nursing. As the School celebrates the beginning of its second century, it also celebrates its renewal and redefinition as a premier educational resource for aspiring nurse leaders. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate degree, either in nursing for entrance to Advanced Practice education, or in another field for matriculation in the first professional degree. Registered nurses without a degree can be admitted to an honors program leading to the M.S. degree. The curriculum is accelerated and targeted at superior academic performers with firm career goals in the nursing profession. The Advanced Practice program offers the M.S. degree in many clinical specialties, all providing eligibility for certification as a nurse practitioner, as well as dual certification for some as clinical nurse specialists. The Doctor of Nursing Science degree program provides training in clinical research and health policy and requires an M.S. degree in nursing for admission. The faculty represent the very best in clinical competence and scholarly achievement.

Why Nursing?

Nursing is in a well-earned position of ascendancy and recognition. Having proven clinical competency in the full scope of primary care and in the care of acutely ill patients, Advanced Practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while advancing to containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring

patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society's expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years.

Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability and deeply gratifying personal rewards. Master's and doctoral degrees prepare nurses for leadership positions as clinical specialists, administrators, policy experts, and researchers, all of which are in high demand in today's health care environment.

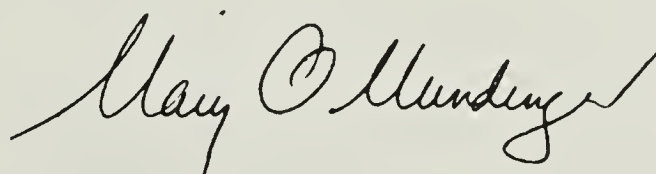


Why Columbia?

The Columbia University School of Nursing is part of one of the world's most renowned medical centers. We are a close-knit and interactive group of four schools and three smaller independent programs: the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on research and clinical experiences, and sharing a vision for the future of health care in this country. The School of Nursing is proud of its 100+ year history of educating nursing leaders. It is internationally known and clinically unrivaled, with recognition for excellence in other scholarly endeavors as well. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy and the first with Collaborative Center for International Nursing Development in Advanced Practice.

Why Now?

Never has a career in nursing been so inviting. Advanced Practice Nurses are in short supply. Nursing leadership is critically needed. The practice of professional nursing is one of life's noblest careers, and the advancement of nursing academic and clinical excellence is the mission of this School. We invite you to be a participant in that mission.

A handwritten signature in black ink, reading "Mary O. Munding". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mary O. Munding
Dean of the School of Nursing

Columbia University

By royal charter of King George II of England, Columbia University was founded in 1754 as King's College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation.

Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments and is affiliated with major research-oriented medical centers, most notably Columbia-Presbyterian Medical Center.

Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains more than 30 million manuscripts, microfilm tapes, and printed volumes. Faculty members currently number 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields—a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University's schools.



The School of Nursing

Located on the Health Sciences campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nurse practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master's degree in a clinical nursing specialty (1956). More than 7,000 nurses have graduated since the School was opened.

The emphasis on clinical scholarship at Columbia University is particularly appropriate because of the interdisciplinary collaboration of the School of Nursing with the other professional schools in its environs. The School of Nursing shares the Health Sciences campus with the Joseph L. Mailman School of Public Health, the School of Dental and Oral Surgery, and the College of Physicians and Surgeons, which includes programs in Occupational Therapy, Physical Therapy, and Nutrition. Each of these schools adds to the richness and diversity of the educational experience of students and of the School of Nursing.

School of Nursing faculty have substantial experience in teaching and instructional design, practice and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management.

Curricula are evaluated on a continual basis to ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining

high academic standards. The School of Nursing reserves the right to make changes in the program of studies and courses of instruction at any time.

Philosophy

The faculty, representing all clinical nursing disciplines, believe that in a dynamic society, education for membership in a profession includes development not only of expertise in a field but also of social awareness.

The professional nurse thinks critically, exercises technical competence, and makes socially significant contributions to society through theory-based practice. Nursing's role and responsibility to society are to establish and maintain relationships with clients that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

Belief in the integrity and worth of all human beings is basic. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs that they strive to keep in harmony.

People as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. Access to health care is the right of all. Nurses engage in political and societal activities supportive of this belief and serve as client advocates in the health care system.

The professional nurse is viewed both as a responsible health care provider accountable for the quality of practice and as an agent of change in the health care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professions. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The faculty endeavor to provide knowledge; to stimulate learning; to define issues; to serve as resource persons, administrators, leaders, and innovators in nursing through education, research, and practice; and to contribute to the development of human values. The faculty recognize that interests and abilities vary, and they seek to provide flexibility in the curriculum to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are expected to be self-directed and accountable for their performance.

The Entry-To-Practice program develops the competence required for general professional nursing practice and provides a firm base for graduate study. The Graduate program advances nursing competence by extending and deepening knowledge within a specific clinical specialty. The Doctor of Nursing Science Program prepares nurse scholars to examine, shape, and direct nursing practice within our evolving system of health care delivery. The Continuing Education program addresses the emerging needs of practicing nurses in maintaining their clinical expertise. All programs emphasize the development of clinical expertise, a hallmark of the Columbia University School of Nursing.

Organization of the Curricula

The organizing framework, encompassing the concepts of person, environment, health, and nursing, is derived from the philosophy of the School of Nursing. The concept of person recognizes the individual as a growing, human organism best understood in the context of the individual's own life process, beliefs, and culture. *Person* is understood to

include individuals, families, groups, and communities. The concept of *environment* allows for study of the person in relation to the individual's immediate and global surroundings. The surroundings may include neighborhoods, hospitals, or the health care system in general. *Health* is studied on a health-illness continuum, acknowledging that each person has specific biophysical and psychosocial needs. *Nursing* is a profession whose members have the responsibility to enhance health care through scientific inquiry, through collaboration with other health professionals, and through client advocacy in the health care system. The School of Nursing programs use a multitheoretical approach to execute these concepts. Examples of theories used include nursing theories, stress/adaptation theory, physiological theories, and systems theory.

Accreditation

All programs are accredited by the National League for Nursing and the New York State Education Department through 2004. The Nurse Midwifery program is accredited by the American College of Nurse Midwives; the Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The School is certified as an American Nurses Association provider for continuing education. It is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

Programs of Study

Underlying the programs offered by the School of Nursing is the view that nursing is a practicing art, one that is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting optimal levels of health, and acting effectively during periods of illness.

The *Entry-To-Practice* (ETP) program enrolls non-RN baccalaureate holders who wish to study nursing in an accelerated program that combines basic nursing education and clinical specialization at the master's level.

The *Accelerated Master's Program* (AMP) is a program designed to meet the educational and career mobility needs of registered nurses who already hold an associate's degree in nursing. AMP enables outstanding RNs to earn a B.S. followed by an M.S. degree in a clinical specialty by pursuing a streamlined plan of study. For qualified RNs, AMP offers admission to a graduate specialty.

The *Master's* program, leading to the M.S. degree, affords baccalaureate-prepared nurses the opportunity to increase their knowledge in Advanced Nursing Practice. All programs are registered with the New York State Education Department as Nurse Practitioner programs, enabling graduates to be certified for advanced practice and prescriptive privileges. Specialization is possible in adult, family, geriatric, pediatric, or women's health primary care; acute care; neonatal care; nurse midwifery; nurse anesthesia; and psychiatric mental health. Sub-specializations are available in HIV/AIDS nursing, alcohol and substance abuse, genetics for advanced practice nursing, behavioral pediatrics, emergency nursing, nephrology nursing, oncology, and geropsychiatric nursing.

The *Advanced Certificate* program allows registered nurses who hold a master's degree in nursing to pursue an Advanced Practice program as nurse practitioner in a clinical area without earning another master's degree.

The *Doctor of Nursing Science* (DNSc) degree program is designed to prepare master's degree-holding clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery.

The *Continuing Education* program addresses the educational needs of practicing nurses. Programs are offered that develop or expand clinical expertise or prepare nurses for certification examinations.

Columbia's *Nurse Anesthesia* program is unique as the first master's degree nurse anesthesia program in New York State and one of the first master's degree programs in the United States. The *Nurse Midwifery* program is the oldest master's program in the United States.

INSTRUCTIONAL RESOURCES

Classrooms, Conference Rooms, Laboratories (skills learning)

All classrooms on the Health Sciences campus are available to all health sciences students. Four floors in the Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums that contain state-of-the-art audiovisual equipment. In addition, the Learning Center at Columbia- Old Presbyterian (17th Floor) houses labs and computer resources. Conference rooms and amphitheatres as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively. The School of Nursing building houses a Technology Learning Center (TLC). The TLC includes a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills; it is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology.

Libraries and Computer Facilities

The Augustus C. Long Library occupies four floors of the Hammer Health Sciences Center. This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health-related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing (CUSN) include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.

The services provided by the Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental and Oral Surgery, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition. Columbia Libraries Information Online (CLIO), the online catalog, provides students and faculty with the location, call number, and library location of all current serials and most books cataloged since 1981 at Columbia University. This information may be obtained by author, subject, or title. CD-ROM and MED LARS for nursing literature is rapid, up-to-date, and state-of-the-art. The Microcomputer Center provides a variety of services, including word processing, statistical analysis, and CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately thirty IBM PCs, ATs, and Macintosh computers.

The Long Library contains more than 350,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine and health care. More than 4,000 national and international journals are received. An entire floor of the library is devoted to facilities for self instruction through audiovisual material. Other aids include microfilming, inter-library loans, study and conference facilities, and photocopying services.

An extensive Florence Nightingale Collection is maintained in the Long Library. This collection makes up a part of the rare books holdings of the Library and is featured at exhibitions along with rare holdings of Freud and Webster. It is available to students, faculty, and visiting nursing historians for research purposes. Columbia students are also permitted access to the collections of Harvard and Yale Universities under the auspices of the Research Libraries Group. Information about the Research Libraries Group can be obtained from the Long Library. Student memberships, which include borrowing privileges, are available for an annual fee in the New York Academy of Medicine Library at 103rd Street and Fifth Avenue. Applications for membership should be directed to the Academy Library.



Clinical and Research Facilities

The major center of clinical activity for the Health Sciences is the New York Presbyterian Hospital's (NYPH) Columbia campus. NYPH is recognized as one of the finest academic medical centers in the world. Patient care, research, and teaching are integral to its service to society. Charged with the energy of new ideas, it provides an unparalleled clinical environment for nursing students. Among the most notable sites are:

The Milstein Hospital Building: a 745-bed facility providing state-of-the-art patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient care unit, giving nurses the opportunity to concentrate on patient care—their specialty.

The Allen Pavilion, a 100-bed community hospital and primary care center designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavilion is committed to primary care specialties.

The Center for Women and Children, which includes *Babies Hospital* and the *Sloane Hospital for Women*. Most notable among their many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis.

The Center for Geriatrics and Gerontology, one of eleven federally funded centers designated as a regional academic resource by the U.S. Department of Aging. This Center brings together specialists in geriatrics, including faculty from the fields of nursing, medicine, dentistry, public health, occupational therapy, psychiatry, and social work.

Organ Transplant Center. Organ transplantation is a complex enterprise. The transplant team, including nurse clinicians, works closely with families to help them cope with the stress of the transplant experience. This integrative effort is a cornerstone of Columbia's approach to patient care.

The NYPH-Cornell Campus and the Mt. Sinai Medical Center are other centers of clinical activity.

In addition, some 150 clinical placement sites are available in the tri-state area. A brief list of the School of Nursing's major affiliations includes Lawrence Hospital in Bronxville, New York City Medical Centers at Harlem, Lenox Hill Hospital, and St. Lukes/Roosevelt Medical Center.

Various community based agencies provide opportunities for students to learn to care for their populations. These include Visiting Nurse Service, Morris Heights Childbearing Center, and Planned Parenthood.

Academic Research Centers at the Columbia University School of Nursing

THE CENTER FOR AIDS RESEARCH

Director: Joyce K. Anastasi, Ph.D., R.N., F.A.A.N.

The Center for AIDS Research provides a comprehensive framework for training, educational programs and research which addresses health promotion, disease prevention, symptom management and quality of life for individuals with HIV.

The goal of the Center is to create innovative research and service approaches for the prevention and management of HIV. This objective is fulfilled through research, program development and program evaluations. Education is the philosophical thread that weaves through all Center activities: health promotion and education for clients; clinical and academic training of professionals. Professional training is accomplished through university-based academic programs and clinical affiliation. Faculty interact with graduate professional students, community systems and individual clients and families.

THE CENTER FOR HEALTH POLICY

Director: Kristine M. Gebbie, Dr.PH, R.N., F.A.A.N.

The Center for Health Policy and Health Services Research addresses urgent health-care delivery needs, especially those of the nation's inner-city populations. The Center has worked to develop models for education of nurses and models of care delivery that will increase access to high-quality, cost-effective primary care prevention services for inner-city residents. Center personnel are currently working to identify education needs of public health nurses in the changing health system and studying paradigms of public health in use by State Health agencies.

The Center also convenes policy makers and interested professionals to explore current issues. The Health Policy Round Table, an informal exploration of current health policy topics, meets every other week.

**WORLD HEALTH ORGANIZATION
COLLABORATING CENTER FOR INTERNATIONAL
NURSING DEVELOPMENT IN ADVANCED
PRACTICE**

Director: Richard Garfield, Dr.PH, R.N.

The purposes of this center include: sharing of relevant curricula, teaching methods and clinical site development for advanced nursing practice nationally and internationally, including the exchange of nursing scholars in education, practice and research; collaboration with specific countries and other collaborating centers in the promotion and network development for advanced practice in the multi-site delivery of health care, including the capacity for health policy strategy and health services research; and collaboration with WHO and PAHO in disseminating models of interdisciplinary education, practice and research in nursing, especially as they pertain to advanced nursing practitioners in primary care collaboration with physicians.

INSTITUTES AND CENTERS

Columbia University is privileged to sponsor a number of institutes and centers that engage in funded, interdisciplinary research and program development, sponsor workshops and courses, and act as a clearinghouse for information related to their specific focus. Of particular interest are the following institutes and centers:

American Law Institute

Center for the Study of Alzheimer's Disease

Center for the Behavioral and Clinical Study
of HIV/AIDS

Center for Children in Poverty

Center for Law and Economics

Center for Population Studies

Center for Neurobiology and Behavior

Center for Research in Career Development

Center for the Study of Society and Medicine

Center for Human Rights

Comprehensive Cancer Center

Institute for Human Nutrition

Institute for Study on Women and Gender

Legislative Drafting Research Fund

The Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located here are the principal educational resources of the University, in the midst of the cultural resources of New York City. (See the map of the Morningside campus.)

Located on the Morningside campus are *Columbia College; the Schools of General Studies, Law, Engineering and Applied Science, Journalism, International and Public Affairs, the Arts, Business, Social Work, and Architecture, Planning, and Preservation; and the Graduate School of Arts and Sciences. Barnard College, Teachers College, and Union Theological Seminary* are also on the Morningside campus.

Student Services

OFFICE OF STUDENT SERVICES

The Office of Student Services (OSS), located in the School of Nursing, functions in many capacities during a student's education with emphasis on students' rights and responsibilities. OSS staff are available to assist students in the resolution of specific problems or for referral to other University offices. The Assistant Dean for Student Services serves as the Student Advocate.

The Office of Student Services also functions as a Inquiry Center for prospective applicants, an Admissions Office, as well as an Academic and Counseling Center for students engaged in academic pursuits.

STUDENT LIFE

Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some master's degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. Advanced Practice degree candidates are qualified nurses pursuing an M.S. in a clinical specialty after one or more years of clinical experience, while others are leaders in nursing, pursuing doctoral studies. The common factor shared by all students is the goal of a graduate degree.

Sigma Theta Tau

The Alpha Zeta Chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in academic performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

Extramural Activities

There are opportunities for students who wish to become involved in community affairs. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers. Most of these opportunities are well represented by students in all four health professions schools.

International Students

The staff of the International Student and Scholars Office, 525 Riverside Drive, provide advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to plays are available.

The staff also provide information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement. The staff evaluate all foreign transcripts for equivalency to American education.

Housing

Over 1,000 students reside on the Health Sciences campus in university accommodations. Both single student and couples housing is available. The goal of the Health Sciences Housing Office is to provide on-campus housing for as many incoming students as possible. Although on-campus housing is not guaranteed, every effort is made to provide on-campus housing to students who are coming to the university and live outside the metropolitan area. General information and housing information/application request cards are distributed by your school at the time of acceptance. General housing information is available at: <http://cpmcnet.columbia.edu/dept/hshousing/general.html> or you may contact the office at (212)304-7000.

Disability-Related Services

Students with permanent or temporary disabilities who wish to request special arrangements are urged to notify the Assistant Dean for Student Services for disability-related services as early as possible: 212-305-5756. To allow adequate time for making such arrangements, please give at least eight weeks' notice before the start of the term involved. For taped texts or special housing arrangements, 3½ months' notice is needed. General questions about services, resources, wheelchair access, or student networking may be directed to the Coordinator of Disability Services, 305 Low Memorial Library, 212-854-6794.

Student Health Service

The Student Health Service is a primary care facility that offers students and their families comprehensive medical care and a broad array of specialist services directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

Detailed information about Student Health Service may be found in FACETS, the Columbia University Handbook for students.

Athletic Facilities

BARD ATHLETIC CLUB

The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. The facility is wheelchair-accessible.

Membership in the Bard Athletic Club is open to all Columbia University Health Sciences students, their spouses, employees, and alumni. Membership information and fees are available at the Bard Athletic Club, or by calling 212-854-2546.

The term of membership for students and spouses runs from August through July. The membership term for non-students (including Health Sciences Fellows) begins in September.

STUDENT SERVICES

Parking

The privilege of parking in University-operated lots is offered first to all full-time matriculated students who must drive to school and to any students with disabilities. Parking privileges may be granted to others as space permits. Applications for parking and information regarding fees can be obtained in the Office of the Dean. The Student Handbook contains a listing of non-University parking areas.

Bookstore

The Medical Center Bookstore, operated by Barnes and Noble, is located in the Audubon Building at West 165th Street and Broadway. It offers a wide variety of supplies and services.

Orientation

Orientation programs for all new students are held every semester. New students are strongly encouraged to attend. Information regarding the day, time, and place of orientation can be obtained from the Office of Student Services.

Tutoring

For students having academic difficulty, the University's Learning Center on the Morningside campus is the main referral source. Tutors are available in writing, basic math and science, and other subjects. These services are provided free to Columbia students.

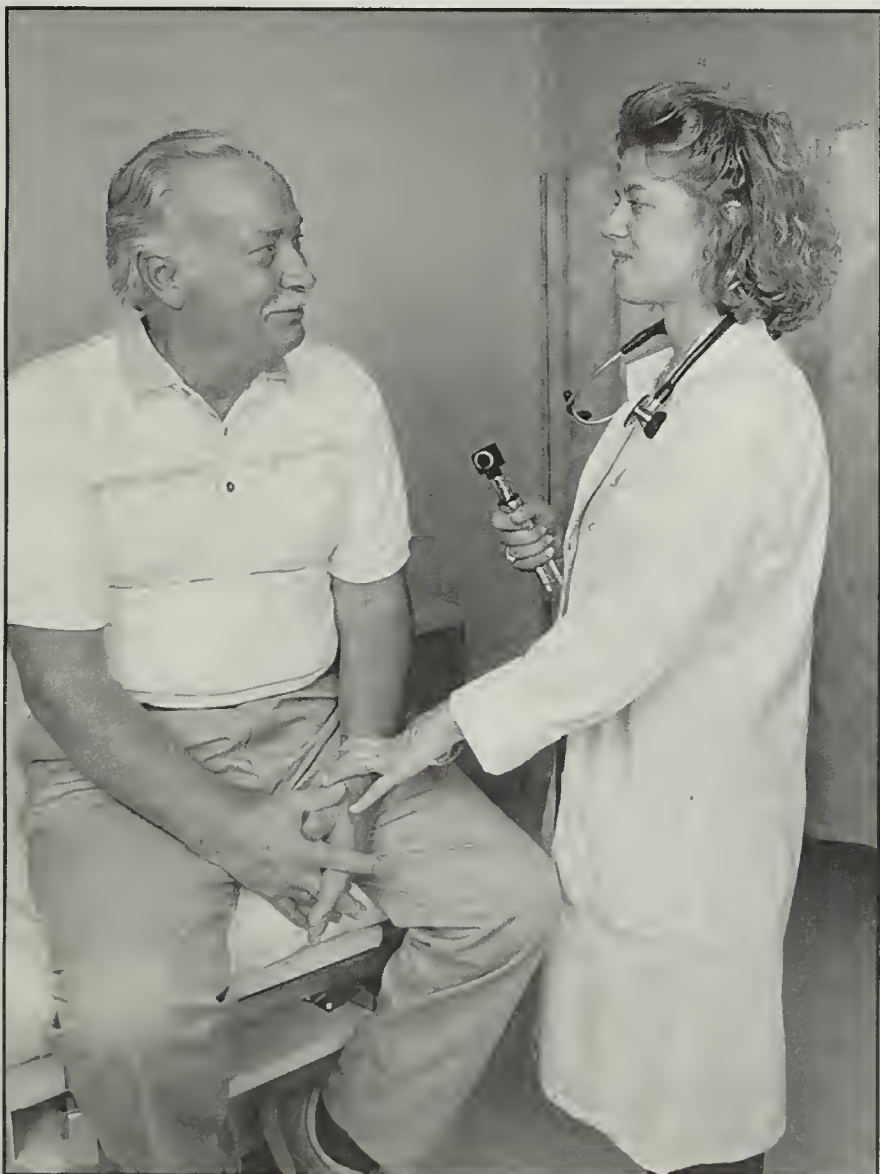
Students in need of tutoring in an area not offered by the Learning Center, e.g., Anatomy and Physiology, can make tutoring arrangements through the Office of Student Services. There is a fee for these services, determined by the student and tutor.

Counseling

The Student Health Service provides a comprehensive mental health care program. Short-term counseling for any problem is provided by a professional staff of psychiatrists/psychologists. Appointments are scheduled immediately. Confidentiality is maintained. For those students not enrolled in the Health Services plan, the Assistant Dean for Student Services can suggest referral sources.

Advisement

Upon enrollment, each student is assigned a faculty adviser who provides academic and professional guidance throughout the course of study. The academic advisor assists individual students to plan a program of study consistent with the academic requirements for the appropriate program and the academic policies of the School of Nursing and Columbia University. Academic advisors may also assist the student in career planning and development and are responsible for writing a summary performance report and recommendation for the School of Nursing, and record for each advisee when the student completes the requirements of the program. This summary becomes part of the graduate's permanent record.



Student Records

Student records related to admission and progression are maintained in the Office of Student Services. Transcripts are released only upon written authorization of the student and payment of the transcript fee. The request must be written; verbal requests will not be honored. This service is provided by the Office of Student Administrative Services, located at 630 West 168th Street, Room 141 Black Building, New York, NY 10032; telephone 212-305-3992.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned or duplicated for the applicant or student. Access to student records according to the Buckley Amendment can be made through the Office of Student Services. In addition, students can access/review information on the WorldWide Web such as their grades and courses (current/previous back eight years in duration), holds, address changes, transcript orders, account balances, and refund requests at: http://www.columbia.edu/cu/student_services

Transportation

A free shuttle bus system operates between the Health Sciences and Morningside campuses, as well as to the Harlem Hospital Center. Travel time between points is approximately 15 minutes. All schedule times are approximate; please allow two to three minutes variance. There is no shuttle service on New Year's Day, Dr. Martin Luther King, Jr. Day (observed), Memorial Day, Independence Day, Labor Day, Thanksgiving, or Christmas Day. On Election Day, the Friday after Thanksgiving, and the two University holidays at Christmas time, the summer schedule is in effect. Shuttle Schedules are available in the Security Office. For students living in off-campus housing, the reduced rates for car service in the "Columbia Corridor" are available. Contact the Office of Student Services for more information.

FINANCIAL AID

The goal of the SON Financial Aid Office is to provide students with sufficient resources to meet their need and to distribute funds to eligible students in a fair and equitable manner. Scholarships, grants, loans, and employment opportunities are among the sources of financial aid that are available to students enrolled in the School of Nursing.

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies.

The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. All students must file a Free Application for Federal Student Aid (FAFSA). Students may apply for FAFSA electronically on the Internet. The Internet address is www.fafsa.ed.gov. Your information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time associated with traditional paper FAFSA. This process is quicker and better for both you and the School of Nursing. The FAFSA is the only application you need for ALL student aid programs, including School of Nursing Scholarships.

To continue receiving financial aid assistance, students must meet the School's academic progression standards. Students in the entry-into-practice program must achieve a minimum grade point average of 3.0; students in the Masters advanced practice program must maintain a grade point average of 3.0 with a B or better in all clinical courses. Students failing to meet academic progression standards for any academic year (for financial aid purposes defined as two consecutive terms) are not eligible for additional financial assistance until the required cumulative grade average is achieved. Questions regarding financial aid should be directed to:

Oscar Vasquez, Director of Financial Aid
Columbia University School of Nursing
617 W. 168 Street #206
New York, NY 10032
Tel: 212-305-8147
Fax: 212-305-6937
E-mail: ov3@columbia.edu
<http://cpmcnet.columbia.edu/dept.nursing/>

Financial Aid Administered by the School of Nursing

Awards are made annually, primarily on the basis of financial aid need. Applicants for financial aid must complete an application for financial assistance. The application must be accompanied by requested supporting documentation. Incomplete applications will not be processed. Late applications are considered only in exceptional circumstances and on a funds-available basis.

SCHOOL OF NURSING SCHOLARSHIPS (SONS)

The School of Nursing administers several privately endowed scholarships. Recipients are chosen for their financial need and academic performance. Students are expected to incur a minimum loan amount and part-time work before they are considered for SONS. School of Nursing Scholarships are limited to a maximum of 50% of tuition. REQUIREMENTS: The following policies and requirements pertain to the School of Nursing Scholarships (SONS).

A student must be:

- An undergraduate student in the ETP or AMP Program.
- Full-time MATRICULATED with 12 or more credits (or certified as full-time by University Guidelines).
- In good academic standing (3.0 GPA or better) with all clinical courses with a grade of B or better.
- Demonstrate "need" as determined by the FAFSA form.

If a student receiving SONS falls below a 3.0 GPA, or is placed on academic probation by the Student

Admissions and Promotions Committee (SAPC), or drops courses which will place them below the 12 credit full-time requirement, the SONS will be reviewed by the Financial Aid Committee and a determination will be made to continue, reduce or remove the SONS.

Teaching Assistantships

Teaching Assistantships are available to students in good academic standing enrolled in a master's or doctoral program. Teaching Assistants (TA's) receive tuition credit and a small stipend in return for weekly work assisting faculty. Teaching Assistantship activities include assisting with course teaching (clinical supervision, laboratory assistance, tutoring) special projects with faculty, or assisting with research or grant projects. Application should be made to the Dean's Office.

Nursing Student Loan

A Nursing Student Loan is a low-interest rate loan (5%) for both undergraduate and graduate students with exceptional financial aid need. The School of Nursing is the lender and the loan is made with government funds. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint.

School of Nursing-Emergency Loan

These are short term interest free loans. Emergency loans must be repaid as soon as possible so that other students with emergencies may have access to these funds. Applications are available in the Financial Aid Office. Loan is limited to \$500.00.

FEDERAL PROGRAMS

Federal Work-Study Program

Provides part-time employment for students who demonstrate financial need and express an interest in working by indicating so on the SON award letter. Work-Study Jobs are limited and employment cannot be guaranteed. Students who are unable to find a Work-Study job will be referred to The Center for Career Services located at East Campus. This is a need-based program. Eligibility is determined from the information provided on the FAFSA form.

Federal Subsidized Stafford Loans

A Federal Subsidized student loan is awarded on the basis of need. The federal government pays the interest on the loan until repayment begins and during authorized periods of deferment. Students must be enrolled in an eligible program of study at least half-time (six credits). Undergraduate students can borrow up to \$5,500 per year. Graduate students can borrow up to \$8,500 per year. The interest rate is variable and tied to the 91-day Treasury Bill (adjusts every July 1). The interest rate will never exceed 8.25%. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint. All borrowers must pay an origination and guarantee fee equal 4%, deducted proportionately from each disbursement of your loan. Applications must be submitted to the Financial Aid Office approximately two months before the date funds are needed.

Federal Unsubsidized Stafford Loans

A Federal Unsubsidized Loan is not awarded on the basis of need. You'll be charged interest from the time the loan is disbursed until it is paid in full. The interest may be deferred until repayment begins. Undergraduate students can borrow up to \$5,000 per year. Graduate students can borrow up to \$10,000 per year. The interest rate is variable and tied to the

91-day Treasury Bill (adjusts every July 1). The interest rate will never exceed 8.25%. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint. All borrowers must pay an origination and guarantee fee equal to 4%, deducted proportionately from each disbursement of your loan. Applications must be submitted to the Financial Aid Office approximately two months before the date funds are needed.

Federal Perkins Loan

A Federal Perkins Loan is a low-interest rate loan (5%) for both undergraduate and graduate students with exceptional financial aid need. The School of Nursing is the lender and the loan is made with government funds. Loan funds are made in two equal disbursements, one at the beginning of the loan period and the second at midpoint.

Federal Parent Loan (PLUS)

Available to parents of dependent students. Parents with good credit histories may borrow the total cost of education (for the student) minus any financial aid. Parents are responsible for interest accrued while the student is in school and have the option of paying the interest or of having it capitalized (added to the principal).

The interest rate is variable, but will never exceed 9%. The rate is adjusted each year on July 1. Parents will pay an origination and guarantee fee equal to 4% of the loan amount. Applications should be submitted to the Financial Aid Office approximately two months before the date funds are needed.

NEW YORK STATE PROGRAMS

New York State and other states offer a variety of grants. Although applications are made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the School of Nursing when preparing the student's financial aid package.

Tuition Assistance Program (TAP)

Legal residents of the State of New York who are enrolled in a full-time degree program may be eligible for awards under this program. Awards vary depending on the applicant's net income and tuition costs. TAP applications are available at the Financial Aid Office.

Regents Professional Opportunity Scholarship

Awards range from \$1,000 - \$5,000 per year for up to four years of study. To be eligible you must be enrolled in a full-time Master's Program. You must be a resident of New York State and a citizen, or qualifying non-citizen, of the United States. Upon completion of study, you must work 1 year for each annual payment received.

New York State Primary Health Care Scholarship

Competitive scholarships up to \$15,000 per year for 2 years of full-time and part-time study. Awarded annually to students studying to become Nurse Midwives and Nurse Practitioners. Selection is based on academic achievement, previous work experience in your chosen profession, and demonstrated interest in working for a state-operated facility.

Applications are available at the financial aid office.

ALTERNATIVE FINANCING

Signature Student Loan

The Signature Student Loan is a private loan you can apply for along with a Federal Stafford loan. Private loans can be supplement funding received through Federal loan programs to help you meet the cost of education. We also offer the Signature Health Loan for health profession students. Call 1-800-695-3317 for more information or to start your application over the phone.

Eligibility:

- Enrolled or admitted at least half-time at a Sallie-Mae approved four-year non-profit college or university.
- U.S. citizen or a national (foreign students must apply with a credit-worthy U.S. citizen or permanent resident as cosigner).
- Making satisfactory academic progress.

Loan Limits:

- Annual: Cost of education minus other aid received.
- Lifetime: \$100,000 in original principal from private loans.

Interest Rate:

- Check out our current rates. Interest is capitalized at repayment. Call 1-800-695-3317.

Repayment:

- Term: up to 15 years.
- Minimum payment: \$50 per month per loan.
- Begins: 6 months after borrower graduates, leaves school or drops below half-time enrollment.
- Options: In addition to a standard payment plan, borrowers may choose to make interest only payments for the first 2 or 4 years of repayment with a Select Step Account.

Benefits:

- Sallie Mae's money-saving interest rate reductions include the Signature Rewards Program and the Direct Repay Plan.

Supplemental fees:

- 0% Fees

Admission

Applicants may apply to the School of Nursing as candidates for a degree or advanced certificate, or as non-degree students. Additional information may be obtained by writing or telephoning:

Office of Student Services

Columbia University School of Nursing

630 West 168th Street

New York, NY 10032

(212) 305-5756

(212) 305-3680 Fax

ADMISSION PROCEDURES

An applicant for admission must complete the form in the application packet. The completed form must be accompanied by the application fee: a check or money order made payable to Columbia University: \$75 for non-doctoral programs; \$100 for doctoral programs. This fee helps to cover the cost of processing the application; it is therefore *not refundable*, nor is it credited toward tuition. *Applications received without the required application fee will not be processed.* Applicants are responsible for the submission of all required admission materials.

All applications for admission are evaluated on the basis of the following materials:

1. An application form which includes a typed, 250 to 300-word personal statement describing professional goals and aspirations.
2. Official transcripts from all postsecondary institutions attended.
3. Official documentation of Graduate Record Examination or Miller Analogies Test scores.
4. Three letters of reference.
5. Applicants whose education was not in English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Individual consideration is given to those applicants who do not meet specific requirements for admission.

Acceptance of a student for admission is based

on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.

All applicants to the School of Nursing are evaluated and judged on an individual basis and a determination made as to whether the applicant has the qualifications necessary to perform all the essential requirements of the program safely, effectively and independently. Where appropriate, the school makes reasonable accommodations for otherwise qualified students with disabilities.

Applications may be submitted at any time. Faculty review applications on a rolling basis.

All applications not completed within nine months will be automatically inactivated and reapplication is required for further consideration. Applications will not be held more than one year.

A **complete** application includes:

1. Application and non-refundable fee.
(All applications received without fee will not be processed).
2. Personal Statement.
3. Three letters of recommendation.
4. Official transcripts.
5. Official Test Scores (GRE, MAT, TOEFL).
6. Copy of Nursing License for the RN student.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned to the applicant.

Admission to the Entry-To-Practice Master's Program for Non-Nurse College Graduates (ETP)

The Entry-To-Practice program is an accelerated combined degree (B.S./M.S.) program for Non-Nurse College Graduates. CUSN grants both a BS degree in nursing as well as an MS degree in a nursing specialty.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a regionally accredited college or university, with a cumulative grade point average of ≥ 3.0 (on a scale of 4.0) is required for admission. Credit distribution must include:
 - English Composition, 3 credits
 - Life Sciences (Biology, Microbiology and Biochemistry recommended), 9-12 credits
 - Psychology, 3 credits
 - Humanities, 6 credits
 - Statistics, 3 credits
 - Social/Behavioral Sciences, 6 credits
2. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Waived for applicants with previous master's degrees.
3. Three references.
4. Personal Statement which describes your professional goals.
5. Official transcripts from all post secondary schools.

Admission to the Accelerated Master's Program (RN/AMP)

The Accelerated Master's Program (AMP) is a combined degree (BS/MS) program that recognizes the clinical knowledge and experience of practicing registered nurses (RNs).

AMP is designed to further the educational and career goals of RNs who already hold an associate's degree in nursing. The Columbia University School of Nursing grants both a B.S. degree in nursing and a M.S. degree in clinical specialty. With full-time study, the combined program can be completed in five semesters. Part-time study is also available.

RNs with an ADN and a non-nursing baccalaureate may also apply -sixteen credits of upper-division nursing courses are taken before progressing to the MS major.

ADMISSION REQUIREMENTS

1. An associate degree in nursing from a National League for Nursing accredited program with a cumulative grade point average of at least 3.0 on a scale of 4.0.
2. A current license to practice as a registered nurse in the United States.
3. One year experience preferable but not necessary.
4. Three current references including at least one from an immediate nursing supervisor.
5. Personal Statement which describes your professional goals.
6. Official transcripts from all post-secondary schools.

Admission to the Graduate Program

The Master's Program is designed to prepare baccalaureate nurses for advanced practice. A M.S. degree is awarded upon completion of this program.

ADMISSION REQUIREMENTS

1. A bachelor's degree with a nursing major from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education with a cumulative GPA of ≥ 3.0 on a 4.0 scale.
2. A current license to practice as a registered nurse in the United States.
3. One year of experience in a clinical practice related to the clinical specialty major courses for study. (Obstretical nursing, preferably intrapartum, is required to nurse-midwifery; critical care nursing is required for nurse anesthesia.)
4. An undergraduate course in statistics. Undergraduate courses in general chemistry (which includes organic chemistry), and biology (which includes biochemistry), or the equivalent, are strongly suggested for the nurse anesthesia major.
5. A course in basic physical assessment skills. If integrated in the undergraduate course of study, evidence must be submitted for evaluation.

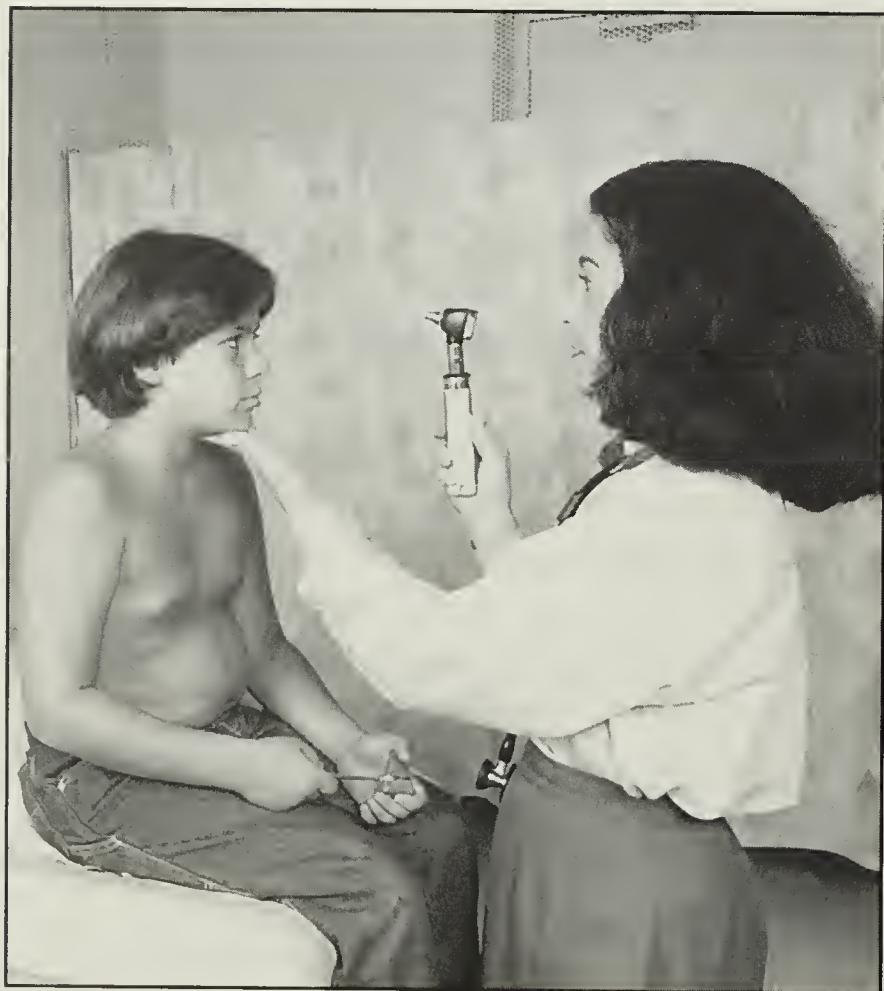
6. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
7. Personal Statement which describes your professional goals.
8. Three current references including at least one from an immediate nursing supervisor.
9. Official transcripts from all post-secondary schools.

Admission of Nurses with Non-Nursing Baccalaureate Degrees to the Master's Program

Under special circumstances, registered nurses with degrees in health-related fields other than nursing may be enrolled in the clinical specialty master's program.

ADMISSION REQUIREMENTS

1. Graduation from a National League for Nursing accredited associate degree program.
2. A baccalaureate degree in a health-related field from a regionally accredited college or university with a cumulative grade point average of 3.0 on a scale of 4.0.
3. One year of clinical practice related to the clinical specialty major chosen for study.



4. Three current references to include at least one from an immediate nursing supervisor.
5. A current license to practice as a registered nurse in the United States.
6. An undergraduate course in statistics and evidence of undergraduate course work in research.
7. A course in basic physical assessment.
8. Successful completion of the MAT or the GRE.
9. Personal Statement - Reflective of previous education and experience in Nursing Research, Community Health and Leadership.
10. Official transcripts from all post-secondary institutions attended.

Admission to the Advanced Certificate Program

The Advanced Certificate program is designed to prepare Master's prepared nurses in advanced practice. Areas of study include Adult, Geriatric, Neonatal*, Pediatric, Family, Women's Health, Oncology, Nurse-Midwifery, and Psychiatric Mental Health Nursing. Graduates of the practitioner program are qualified to apply to New York State for Certification.

ADMISSION REQUIREMENTS

1. Baccalaureate and master's degree with a major in nursing from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education with a cumulative grade point average of ≥ 3.0 on a 4.0 scale.
2. Personal Statement which describes your professional goals.
3. Minimum of one year's experience in nursing.
4. A current license to practice as a registered nurse in the United States.
5. Three references current references to include at least one from an immediate nursing supervisor.
6. Student must secure a **new** site and preceptor for primary care student practice that is acceptable to the program director. A formal contract with the site and preceptor will be required as a part of admission documentation.

7. Official transcripts from all post-secondary institutions attended.

* Call the Office of Student Services for the status of Neonatal.

Admission to the Doctoral Program

The Doctor of Nursing Science (DNSc) program will provide nurses with a foundation in the science and research methodology for the professional discipline and practice of nursing. Admission is competitive and based upon the following:

1. A master's degree in nursing from an N.L.N. or CCNE accredited program.
2. A minimum of a 3.0 GPA at the undergraduate level and 3.5 at the graduate level on a 4.0 scale.
3. Satisfactory scores on the GRE or MAT taken in the last five years.
4. Personal statement of goals, and research interest.
5. A personal interview with doctoral faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of the completed application.
6. Current license to practice in the United States.
7. Course work in statistics, nursing theory, health policy, and research methods.
8. Three references. (at least two from faculty who can address academic potential)
9. Evidence of professional practice, research, and scholarly activities.
10. Official transcripts from all undergraduate and graduate institutions attended.

Admission of International Students

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the United States, or one year, if the applicant is out of the country. This amount of time is needed for evaluation of transcripts by the International Student Office. If

the applicant has a baccalaureate degree in nursing, it is necessary to determine congruence with an NLN accredited baccalaureate program.

International applicants whose schooling was not in English must submit TOEFL scores (Test of English as a Foreign Language). Applicants with scores below 600 must enroll in the American Language Program located on Columbia University's Morningside campus.

International students who are not permanent residents are not eligible for School of Nursing financial aid or federal loans.

All international students must possess a license to practice as a registered nurse in the United States prior to acceptance.

Admission as a Non-Degree Student

Under special circumstances, students who do not meet all the admission requirements may be admitted as non-matriculant (non-degree students). Enrollment as a non-degree student is limited to three terms, or completion of 15 points, whichever comes first. A minimum grade point average of 3.0 is required. The non-degree student admitted to degree candidacy may be awarded a maximum of 15 points of credit for courses taken as a non-matriculant.

Non-degree students are permitted to **enroll on a space-available basis**, and are not eligible to register for clinical specialty courses. Preference is given to non-degree applicants whose undergraduate cumulative grade point average is 3.0 on a scale of 4.0. Non-degree students must apply for admission; "walk-in" registration is not permitted. Non-degree students are not eligible for School of Nursing financial aid or loans. All non-degree students must apply for matriculation before the completion of 15 credits of course work. *Successful course work as a non-degree student does not ensure admission to degree candidacy.*

Non-Degree Student Admission Requirements:

1. Submission of an application and \$75 non-refundable application fee.
2. Official transcripts from all post-secondary institutions attended.
3. One reference.
4. Personal Statement.

Admission Testing Information

Testing information can be obtained by writing or calling:

MAT

Miller Analogies Test Coordinator
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
800-228-0752

GRE

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
609-771-7670

TOEFL

TOEFL/TSE Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151
609-951-1100

ADVANCED STANDING AND EXEMPTION

Advanced standing for a course **already** successfully completed elsewhere may be granted on an individual basis to students as either transfer credits or credit by exam. Transfer credits are based on documentation of comparable coursework at an accredited college, university, or graduate school. Credit by exam is obtained by passing an exam given by the Columbia University School of Nursing. A grade of B or better is necessary in order for credit to be awarded for advanced standing. Credits awarded will not exceed the number of credits for the course at the School of Nursing, regardless of the number of credits taken earlier. If the number of credits taken earlier is less than the course at the School of Nursing, the additional credits must be made up through additional coursework at the School of Nursing. The course may not have been applied to an earlier degree. In this case, a student may apply for an exemption from the School of Nursing's course. No credit is awarded for the exemption. Credits equal to the number of credits of the exemption must be taken in other coursework at the School of Nursing.

In order for course(s) taken at another school to be considered for either advanced standing or exemption, the syllabus for the course and a written request must be submitted to the Office of Student Services. This request **MUST** be submitted during the first semester the student is enrolled at the School of Nursing. An official transcript documenting the course and grade received is also required. The Assistant Dean for Student Services will review the materials and forward eligible requests to the faculty responsible for the course. Both advanced standing and exemption are granted at the discretion of the faculty.

No more than nine (9) credits of coursework (completed within the last five years) will be accepted for advanced standing while a student at the School of Nursing. Of these nine (9) credits, a maximum of six (6) may be transfer credits. **Only courses taken before enrolling at the School of Nursing will be considered.** Credits taken at another school while enrolled in the Columbia University School of Nursing are NOT eligible for transfer. Transfer credits carry no fee for processing, but credit by exam has a fee of \$125 per credit. This fee is required at the time of the request and is not dependent upon successful completion of the exam. There will be no refund for failure to pass the exam.

Exemptions to the above are as follows:

- AMP students who began Phase I in the Fall of 1999: 15 credits of electives and 3 credits of statistics will continue to be transfer credits as they are an integral part of the program.
- MS completion program: 15 credits by exam for national certification in the specialty will continue to be awarded.
- DNSc students: coursework taken outside of Columbia University, while enrolled as a student at the School, will be accepted as a transfer credit if it is essential to the student's area of study and similar coursework is not offered within the University.



REGISTRATION

Before attending University courses, each new student must register in person during the registration period (see *Academic Calendar*). Once registered as a student, you must comply with all regulations set by the University. The registration procedure is as follows:

1. Students must have their program plans approved by an adviser.
2. Program Plan is submitted to the Office of Student Services. It is the responsibility of the student to ensure that he or she has a current Program Plan on file with the Office of Student Services.
3. Students complete various forms for the Office of Student Services and provide information required for University records.

Continuing students are pre-registered by the Office of Student Services. This pre-registration is based on the program plan on file with the Office. Students may verify this registration on-line or by checking their tuition bill. If a change needs to be made, it can be done by phone during the Add/Drop period. **It is imperative that the program plan on file is accurate. If changes are made, the student must submit a revised program plan to the Office of Student Services.**

If there is a Hold on a continuing student's Bursar account at the time of pre-registration, the student will not be registered. The student must then register by phone during the regular registration period.

Registration material will be mailed to each student 4-6 weeks before the regular registration period. If a packet is not received during this time, the student must contact the Office of Student Services immediately. **All students must be officially registered in order to attend classes.**

The following items must be submitted to the Office of Student Services before a student is **permitted** to register officially:

1. Program Plan.
2. Proof of current Malpractice (Professional Liability) Insurance (for RN students).
3. Current license (for RN students) or eligibility statement and/or current license (for graduate students).

4. Verification of submission of completed health form to Health Service (212-795-4181).
5. Verification of immunization for measles, mumps, rubella and varicella.
6. Verification of receipt of hepatitis B vaccine, or waiver.
7. Additional health requirements as determined by the School.

Failure to submit all required documents will

prevent a student from registering.

All students are asked to give Social Security numbers when registering in the University.

International students will have one term in which to secure a valid Social Security number. International students should consult the International Student and Scholars Office, 525 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain one from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the International Student Adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.

Academic Regulations

Program Plans

Upon admission to a degree program, each student is assigned a faculty adviser (non-degree students are advised by the Assistant Dean for Student Services). The adviser is available for academic counseling and assistance in planning a program of study.

All students must complete a Program Plan that details the time frame in which the student will complete degree requirements. The student must submit a copy of this plan to the Office of Student Services. This plan will be the basis of pre-registration for continuing students. If changes are made to this plan, it is the responsibility of this student to submit a copy of the revised plan to the Office of Student Services.

Course Changes

Once registered, a student may drop or add courses or change sections by phone during the change-of-program period each term (see *Academic Calendar* for specific dates). **All such changes must first be approved by the student's adviser.**

Students may drop courses *after* the change-of-program period by filing a formal Add/Drop form with the Office of Student Services. The signature of the student's adviser and the Assistant Dean for Student Services is required. However, for individual courses or program dropped after the last day for change of program in each term, no adjustment of tuition will be made (see *Academic Calendar* for specific dates).

Failure to attend classes or notification to the instructor does not constitute dropping a course and will result in a failing grade in the course. Students are responsible for all tuition costs and fees in this instance.

Academic Standing

A cumulative grade point average (G.P.A.) of 3.0 or above in all courses is considered to be an indication of good academic standing. Failure of any course requires repeating the course. In addition, at the discretion of the program director, a grade of B- or lower in a clinical major course may require repeating the course. Students who fail two courses will be withdrawn from the program.

Students not in good academic standing are reviewed by the Student Admissions and Promotions Committee (SAPC). At the discretion of the committee, the student may be allowed to remain in the program with conditions, be placed on academic probation for one term, or be withdrawn from the program. Appeals of a withdrawal decision made by the Student Admissions and Promotions Committee must be made in writing to the Dean within 10 days of receiving the withdrawal letter. The School of Nursing reserves the right to withhold the degree or to withdraw any student not in good academic standing.

The student placed on academic probation is expected to consult with the faculty adviser for guidance in determining actions necessary to improve performance. **It is the responsibility of the student to initiate and maintain this consultation.** Students on academic probation will be reviewed at the end of the first term following probation. Students who have not shown improvement or who fail to meet school standards may be withdrawn.

Students in need of tutoring in a specific subject should see the Assistant Dean for Student Services.

Evaluation and Grading

The evaluation system provides for the assessment of the student's performance, progress, and achievement within each course. In theory courses, performance is evaluated by means of examinations and/or written and oral assignments. For each clinical rotation, written clinical evaluations are prepared by preceptors and clinical instructors. Faculty use this data to assess students' needs and abilities and to plan and implement appropriate learning experiences. Students are informed of their progress by faculty in individual courses at intervals during each academic year. Grade reports are available on-line on the Columbia University web page.

The grading system of the School of Nursing is as follows: A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, failure. Clinical grades are as follows: A, excellent; B, passing; F, failure. Failure to obtain a passing grade requires that the student repeat the course, resign, or may be withdrawn by the School. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

The grade of F* is assigned to a student who discontinues attendance in a course without formally notifying Student Administrative Services, or who has an incomplete for more than a year.

The mark of INC (incomplete) is granted at the discretion of the instructor only ***under special circumstances***. Deadlines for completion of course work should be arranged between instructor and student. Under no circumstances shall this time limit exceed one year. If work is still not submitted after one year, the INC becomes an F*. A student with more than two marks of INC on his or her record will not be permitted to register for the following term and may be withdrawn from the School. Students on academic probation cannot be granted a grade of INC.

In the computation of grade point averages, marks for courses are awarded quality points on the following

scale: A =4.0, B =3.0, C =2.0, F =0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made, respectively. Students in all programs must maintain a cumulative grade point average of 3.0 or better. Consult the Office of Student Services for details.

Grades will be recorded only for students who are officially registered for the course.

Dean's List

During each academic term, students in Phase I of the Entry to Practice Program who have earned an average of 3.7 or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, or INC, during the term are not eligible for consideration. Any student who has earned an A- average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify Student Administrative Services. Any student who has been on academic probation is also ineligible.

Attendance and Leave of Absence

In education for a profession, learning is the basis for practice as well as knowledge. Therefore, regular class attendance is an important part of professional responsibility, and students are expected to attend all scheduled classes in every course for which they are registered. The privilege of attending any course in the School of Nursing is granted only to students who are *officially* registered in the University. Requirements for class attendance within individual courses are at the discretion of the faculty member in charge of the course, and students are responsible for meeting those specific requirements. Also, attendance at skills laboratories and clinical sites is required.

Columbia University regulations mandate attendance at the first class meeting unless excused.

All degree candidates are required to register until they have completed all the course requirements for their degrees. A student who wishes to interrupt his or her registration in any of the schools of the University must be granted a leave of absence by the Assistant Dean of Student Services or by his or her appointee. A leave of absence usually may not exceed one academic year. A leave of absence is granted only for compelling reasons (military, medical, religious obligations). See the Student Handbook for more detailed information.

Absence from the University for a semester or an academic year without formal approval of leave of absence may result in withdrawal of the student from the School. Continuation at a later date will require a reapplication for admission to the University through the Office of Student Services.

Withdrawal

A student considering withdrawing from the University should consult the faculty adviser to discuss his or her reasons. If the student then decides to withdraw, he or she must go to the Office of Student Services with accompanying documents to complete the appropriate forms. Unless official notice is received, there is no tuition refund and a grade of F* (failure due to unofficial withdrawal) will appear on the transcript for each course in that term. A student who has withdrawn must petition for readmission.

Tuition adjustment is based on the date the student's notice of withdrawal is received. The Student Health Service fee is refundable on a prorated basis. Students may elect to retain coverage. For additional information on tuition and fees adjustment, see *Withdrawal and Adjustment of Fees* or contact the Office of Bursar Operations in the Black Building.

Suspension

Any student can be suspended from attending class or clinical sessions, or from school entirely, by the Assistant Dean for Student Services, in consultation with the Dean, for any behavior determined to be unprofessional, unethical, unsafe, or illegal.

Such behaviors may include but are not limited to: alcohol or substance abuse, theft or deliberate destruction of property, verbal or physical abuse to others, the falsifying or copying of medical records, or the placing of patients in physical or emotional jeopardy.

Students who are suspended for any reason will be referred to the Student Admissions and Promotions Committee. The members of this committee, in consultation with the Assistant Dean for Student Services, will determine the next appropriate action. This determination will go as a recommendation to the Dean for a final decision.

Dismissal

Any student can be dismissed at any time from the School of Nursing by the Dean for any behavior determined to be unprofessional, unethical, unsafe, or illegal, or for performance that is unsuitable for the practice of nursing.

Appeal of Suspension or Dismissal

Any student suspended or dismissed from the School of Nursing has the right to appeal the decision. The appeal must be made in writing to the Dean within 10 days of receiving the dismissal letter. Normally, on such an appeal, the Dean of the School of Nursing relies solely upon the written record and does not conduct a new factual investigation. Moreover, the Dean focuses upon whether, in the Dean's view, the decision made and the action imposed are reasonable under all of the circumstances of the case. There is no further appeal within the University.

Readmission

Students who have not been registered for one academic year or who have withdrawn from the University must file readmission forms and submit a non-refundable application fee of \$75 through the Office of Student Services. This fee is subject to change annually. Additional credentials may be required. Students must have been in good academic standing when they withdrew in order to be readmitted.

Students on academic probation who have not registered for one term must file for readmission. Readmission is at the discretion of the Student Admissions and Promotions Committee.

All readmission requests must be received by the Office of Student Services by October 1 for the spring term, April 1 for the autumn term, and February 1 for the summer term. All students requesting readmission must seek the approval of their program director.

Inquiries for further information and requests for application forms should be addressed to the Office of Student Services, School of Nursing, Columbia University, 630 West 168th Street, New York, NY 10032.

Graduation

Students who satisfactorily complete the prescribed course of study including successful completion of the master's project or comprehensive examination and have a cumulative grade point average of at least 3.0 are recommended for the award of the B.S., M.S., or DNSc degree. Degrees are awarded in February, May, and October. A University-wide commencement ceremony is held each May on the Morningside campus. All students are urged to attend this gala event. Candidates for degrees are presented by their respective Deans, and the President of the University publicly confers the degrees. The School of Nursing holds an exercise in May at which degree candidates are recognized. Students must file a degree application with the University. University deadlines for filing degree applications are as follows: August 1 for October degrees; December 1 for February degrees; February 1 for May degrees.

Those who expect to receive a degree must satisfy academic requirements, meet their fiscal obligations to the University, and return all library books and University property. The Office of Student Administrative Services will not release the diploma and transcript of any student who does not meet these graduation requirements. The School of Nursing reserves the right to withhold the degree of any student deemed unsuitable for the practice of nursing. It is the student's responsibility to make sure that they have met all degree requirements before graduation.

Professional Integrity

Honor is a sense of personal satisfaction and worthiness derived from a confidence in one's values. This sense of honor is an integral part of living and, as such, influences one's thinking so that one understands and exhibits integrity and respect for individuals and groups, and also assumes responsibility for one's actions as a professional.

Each student at the Columbia University School of Nursing is expected to abide by the honor code that requires academic and professional integrity. As complete integrity is expected when one assumes the care of others, it is vital that we be honest with ourselves, other members of the health team, and our patients with respect to professional judgment. As students and faculty, we become members of a group. To encourage a constant awareness of this group identity, each student and faculty member is expected to assume responsibility for his or her own actions within the framework of ethically oriented professional and academic values.

STUDENT RIGHTS AND RESPONSIBILITIES

Guidelines on Alcohol

Alcoholic beverages are not permitted at any student event sponsored by the School of Nursing. Alcoholic beverages are not permitted in any class or clinical area, nor are students allowed to attend class or clinical practice under the influence of alcohol.

Guidelines on Smoking

Columbia University maintains a smoke-free environment. Smoking is permitted only in private rooms in housing facilities.

Guidelines on Substance Abuse

The possession, distribution, manufacture, or use of any illegal drug is not permitted. Students suspected of using illegal substances may be asked to submit to voluntary urine screening for substances as a condition of progression. Additional information on student impairment may be found in the Student Handbook.

Official Regulations

RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. This bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

REGISTRATION STATUS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

ATTENDANCE AND LENGTH OF RESIDENCE

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work (30 credits).

Students are held accountable for absences incurred due to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested by class work and examination.

RELIGIOUS HOLIDAYS

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

ACADEMIC DISCIPLINE

In addition to Dean's discipline, each school or division of the University has established standards of academic progress and requirements for remaining in academic good standing. Progress and standing are monitored by the Dean's Office of the School of Nursing.

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree are strictly subject to the disciplinary powers of the University.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration, while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in *FACETS*, the University student handbook online at: (www.columbia.edu/cu/facets) and at the Office of the University Senate, 406 Low Memorial Library.

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990. As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry and harassment. Even in recent history, we must recognize, race, ethnicity, religion, gender, sexual orientation, disability and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.



This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual's admission to or participation in any University program must be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship status, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in the community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those among us most vulnerable to discrimination and harassment.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain Federal, State, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Ms. Beth Wilson, Assistant Provost, who heads the University's Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library, New York, NY 10027, telephone (212) 854-5511; or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other University-administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law § 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and certain criminal offenses.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, employment or treatment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits discrimination in public accommodation and in employment against a qualified person with a disability. It requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship or pose a direct threat of harm to themselves or others.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving Federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, § 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies and practices. The Senate reaffirmed this policy on April 27, 1990, by expanding the categories protected from discrimination and adding protection against harassment as well. Currently, the policies protect against discrimination and harassment on the basis of race, color, gender, religion, national and ethnic origin, age, disability, marital status, sexual orientation and status as a Vietnam Era or disabled veteran.

The Vietnam Era Veterans' Re-adjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University's compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will informally investigate complaints, offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been victims of sexual harassment or discrimination on the basis of race, religion, national or ethnic origin, sex, sexual orientation, marital status, age, disability or Vietnam era and qualified special disabled veteran status. A copy of the Procedure is available in *FACETS*, the University student handbook and in the Office of the Associate Provost for Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall (212-854-5511).



A Complaint under this Procedure is initiated through completion of a Discrimination Complaint Form, also available in the Equal Opportunity and Affirmative Action Office. Staff in that Office will assist in completing the Form and are also available for confidential counseling and informal investigation of discrimination claims.

THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wider range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release “directory information” without a student’s consent. In addition, the act guarantees student access to their records and restricts the access of others.

Students who wish to restrict access to their directory information may do so at the Registrar’s Office, 205 Kent. This same office can provide a set of guidelines and a policy statement. The guidelines are also available on ColumbiaWeb and in the current edition of Facets. Questions about the interpretation of the guidelines should be referred to the University’s General Counsel, 412 Low Library.

COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Officer is a neutral complaint-handler serving all four campuses - Morningside, Health Sciences, Lamont, and Nevis - who seeks fair and equitable solutions to various problems that might arise. The Ombuds Office serves the entire Columbia University community. In considering any given instance or concern, the rights of all parties that may be involved, along with the welfare of the University, are taken into account.

The Ombuds Office is a safe and confidential place to voice concerns. No formal permanent records of individual cases are kept except anonymous aggregate statistical data on the categories of complaints or inquiries it handles. The Ombuds Officer will not report the names of callers or visitor's names or the specific content of problems reported, except under certain unusual conditions, and only after all reasonable steps have been taken to protect confidentiality. Such unusual circumstances include instances in which permission has been granted, those cases in which there is reasonable cause to believe that the caller's or others' safety may be endangered and those in which the office is required by law to release information.

Except in such emergencies, the Ombuds Officer does not take action or investigate an issue without the permission of the person who introduced the information to the Ombuds Office. The Ombuds Officer will listen, offer information about Columbia University policies and procedures, present a range of options for resolving a problem or help find ways to convey information while maintaining its source's confidentiality. In order to maintain neutrality, the Ombuds Officer does not participate in any formal grievances or other adversarial procedures. The Ombuds Officer is not an advocate for any individual party.

The Ombuds Officer may conduct an informal, impartial investigation or facilitate a resolution upon request. The Ombuds Officer, however, does not arbitrate, adjudicate, or testify in any formal judicial or administrative hearing, unless compelled by legal process. The Ombuds Officer has no power to establish, change or circumvent any University rule or policy. Yet, the Ombuds Officer is a resource for administrators and when appropriate, may make recommendations or propose general changes in existing practices to correct problem areas or stimulate discussion of issues affecting the University community.

The Ombuds Office supplements, but does not replace, the existing resources for conflict resolution and fair practice available at Columbia University. The Ombuds Office is independent of existing administrative structures and reports directly to the President of the University.

For further information, contact Marsha Wagner, Ombuds Officer, 660 Schermerhorn Extension, telephone (212) 854-1234, fax, (212) 932-3712 e-mail ombuds@columbia.edu.

Protection Against Sexual Harassment

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal Law (Title VII of the Civil Rights Act of 1964) provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment the Federal Equal Employment Opportunity Commission (EEOC) has issued Guidelines on the subject. While the EEOC Guidelines apply only to faculty and other employees, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library; 212-854-5511 or from the Ombuds Office, 212-854-1234. If these steps have not resolved the problem, the applicable University grievance procedure should be used including the University Discrimination Grievance Procedure that is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as informal mediators. Their goal is the protection and counsel of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, non-adversarial setting in which the problem can be considered or solved through confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well identifying false or mistaken accusations, misunderstandings or unconscious behavior. Panel members are also a link through which the University can take account of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

Panel Membership List

Names and contact information for members of the Columbia Panel on Sexual Harassment can be found in Appendix E of *FACETS*, the University student handbook.

Sexual Misconduct Policy and Alternative Procedure

On April 27, 1995, the University Senate adopted a Sexual Misconduct Policy and grievance procedure that can be used as an alternative to traditional Dean's Discipline. The Sexual Misconduct Policy applies to students in all schools on the Morningside campus, all schools on the Health Sciences campus, Barnard College, and Teachers College. The alternative

disciplinary procedure applies to these same groups (through April 2000, unless extended), with the exception of the Law School. The policy prohibits sexual assault of one student against another student. A comprehensive program to address the issue has also been developed. Copies of the policy and alternative procedure are also available through Columbia's Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall; mailing address: Mail Code 4333, 535 West 116th Street, New York, NY 10027; telephone: (212) 854-5511; fax: (212) 854-1368. A brief summary description of the policy, procedure, and program follows.

Policy

Columbia University's Policy defines sexual misconduct as nonconsensual, intentional physical contact with a person's genitals, buttocks, and/or breasts. Lack of consent may be inferred from the use of force, coercion, physical intimidation, or advantage gained by the victim's mental and/or physical impairment or incapacity, of which the perpetrator was, or should have been, aware.

Alternative Procedure

The alternative procedure may be chosen in lieu of traditional Dean's Discipline, Columbia's sexual harassment procedure, or informal internal means of mediated resolution, by a student who alleges he or she has been the victim of sexual assault in violation of the University's policy. It can be initiated by contacting a Gatekeeper or the Associate Provost for Equal Opportunity and Affirmative Action and filing a complaint. If the established criteria are met and the situation is not otherwise resolved, a hearing may be convened before a three-member panel consisting of one student, one faculty member, and one administrator. The complainant and the accused will be asked to provide information to the panel and, along with other information made available, it will be used to make a determination of guilt or innocence and any disciplinary action deemed warranted. The determination is sent as a recommendation to the Dean of Students of the accused's school, whose decision is final. There are appeal avenues at various stages of the procedure available to the complainant and the accused.

Hearing Panelists

Hearing Panelists are selected by the Associate Provost from a pool of students, faculty members, and officers of administration. None of the panelists will be from the school/department of the complainant or accused or closely affiliated with either party.

Gatekeepers

Twelve Associate or Assistant Deans have been appointed and trained to provide information about the policy and alternative procedure as well as other options for dealing with a sexual assault. They can also receive complaints for mediation, investigation, and formal or informal resolution. Any one of the Gatekeepers may be contacted for information or advice or to report an incident of sexual misconduct. Gatekeepers cannot accept complaints by or against students of their own schools.

For a list of current Gatekeepers or for additional information, please contact the Office of Equal Opportunity and Affirmative Action, (212) 854-5511.

Romantic Relationship Advisory Statement

Faculty and staff members are cautioned that consensual romantic relationships with student members of the University community, while not expressly prohibited, can be problematic. A faculty or staff member involved in such a relationship with a student is expected to remove him/herself from academic or professional decisions concerning the student. The Provost has, however, authorized some departments to adopt more restrictive policies. Individuals with questions about the position of their department are encouraged to raise them with their department head.

Should a romantic relationship with a student lead to a charge of sexual harassment against a faculty or staff member, the University will pursue it in accordance with its Sexual Harassment Policy and applicable grievance procedure. Questions about this Advisory Statement may be directed to Associate Provost Beth Wilson, Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall, (212) 854-5511. For the complete statement, please see Appendix F of *FACETS*, the University student handbook.

Academic Affairs

PROGRAMS OF STUDY

The Entry-To-Practice Master's (ETP) Program

The Entry-To-Practice (ETP) program is an accelerated combined-degree (B.S./M.S.) program for non-nurse college graduates.

The Entry-To-Practice program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience. Graduate-level courses are incorporated into basic education, facilitating the transition to master's level study in a selected specialty.

There are two components: the first phase prepares the student for generic nursing practice and the second (Master's Degree) focuses on an advanced practice role in professional nursing. This latter role is the primary goal of our program.

PHASE I: PRE-LICENSURE

The program of study in the first phase continues instruction in the biological and behavioral sciences, and incorporates the clinical and didactic learning necessary for the first professional degree. The Bachelor of Science phase can be completed in twelve months of full-time study. At the end of this phase, students are eligible to take the professional nurse licensure examination.

Clinical education receives major emphasis, with patient experiences beginning early in the first term. Theory and precepted clinical practice are related to the promotion of health and prevention of illness, as well as to the care of the sick and their restoration to optimal health. Students work with patients in a variety of settings, such as clinics, hospitals, community centers, and the home.

The curriculum is built on the integrated health model, beginning with wellness and progressing through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness.

Students begin the program in May (Summer) term. Phase I is completed in four semesters' including a winter semester, at the end of the Spring semester (May). This course sequencing has been designed to allow for:

- Early transition into full-time graduate study.
- Facilitation of career transition during a quieter time in the University.
- A decrease in costs to students vis-a-vis living expenses, etc.
- Earlier access to graduate level scholarships and loans.

OBJECTIVES

At the end of the first phase of the accelerated Entry-To-Practice program, the student is awarded a Bachelor of Science degree with a major in nursing and is able to:

- Integrate knowledge from the biological, physical, and behavioral sciences in caring for individuals, families, and groups on the health-illness continuum in a variety of settings.
- Demonstrate competence in the application of nursing interventions directed toward the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.
- Apply the nursing process to the delivery of nursing care.
- Analyze the health care beliefs and practices of the major sociocultural groups in American society today for the purpose of individualizing nursing approaches.
- Apply principles of leadership and management to the delivery of nursing care.

- Analyze the influence of current and projected demographic, social, environmental, and political/legislative trends upon the health care needs of individuals and communities.
- Demonstrate responsibility and accountability for individual nursing practice.
- Collaborate with other health care professionals to promote the delivery of comprehensive health care.
- Analyze research in terms of its clinical applicability to nursing practice.
- Apply ethical-moral reasoning in clinical decision making.
- Synthesize a personal philosophy of nursing care and practice framework.
- Serve as an advocate for the consumer and the profession of nursing within the health care delivery system and the socio-political-legal arena.

PHASE II: POST-LICENSURE

The student enters Phase II of the accelerated Entry-To-Practice program with 8 credits of graduate study already completed. The student may select one of the School of Nursing's graduate majors for study (see *The Master's Program*, below). Admission to the Master's program is guaranteed to students who successfully complete Phase I, and every effort is made for admission to the clinical specialty of choice.

The Accelerated Master's Program for Nurses (AMP)

OVERVIEW

The Accelerated Master's Program (AMP) recognizes the clinical knowledge and experience of practicing registered nurses (RNs) and provides an academic and theoretical base for their practice. Graduate courses begin in the first term, and the highly focused nature of the program fosters motivation and commitment.

AMP is designed to further the educational and career goals of RNs who already hold an associate's degree in nursing. The Columbia University School of Nursing grants both a B.S. degree in nursing and an M.S. degree in a clinical specialty. With full-time study, the combined program can be completed in five semesters. Part-time study is also available.

RNs with an ADN and a non-nursing baccalaureate may also apply- sixteen credits of upper-division nursing courses are taken before progressing to the MS major.

For qualified RNs, AMP offers the following benefits: admission to the graduate program (no guarantees can be made for a particular clinical specialty however); graduate-level study as early as the first term; and advanced standing in the graduate phase of the program.

The School of Nursing looks toward AMP to further enrich the collaboration between education and practice in order to help meet the growing needs for baccalaureate and master's-prepared clinicians, and to enable nurses to further their education and careers in an atmosphere of excellence.

BS PHASE

The BS phase for RNs with an associate degree only requires the completion of 60 credits. Forty-two (42) credits of upper division nursing courses, including eight credits of master's level coursework, are taken at the School of Nursing. Fifteen (15) liberal arts credits and a three credits statistics course are taken at another school and transferred into the School. The transfer policy is detailed elsewhere in this Bulletin.

For RNs with an associate degree and a non-nursing BS, sixteen (16) credits of upper division nursing courses are taken at the School of Nursing. A BS degree is not awarded and master's level courses may be taken concurrently, schedule permitting.

M.S. PHASE

AMP students enter the master's phase at the same time as other CUSN M.S. students. AMP students have already completed some graduate work and are therefore exempt from 8 credits. A minimum

of 36 credits in residence at the School of Nursing and all specialty program requirements must be completed in this phase. In the M.S. phase, all AMP students are assigned a faculty adviser in their area of clinical interest, who will guide them in planning a specific program of graduate study in one of the clinical majors (see *The Master's Program*, below).

The Master's Program**OVERVIEW**

The purpose of the Master of Science degree program is to prepare nurses in Advanced Clinical Practice. The clinical specialties are in relation to client group, which in turn is defined by age and by health-illness status. All programs are accredited by the NYS Education Department as nurse practitioner programs, allowing successful graduates to be certified in New York State for advanced clinical nursing practice.



Clinical majors currently available are as follows:

Adult Nurse Practitioner
Nurse Anesthesia
Acute Care Nurse Practitioner
Family Nurse Practitioner
Geriatric Nurse Practitioner
Pediatric Nurse Practitioner
Nurse Midwifery
Neonatal Nurse Practitioner
Psychiatric/Mental Health Nurse Practitioner
Women's Health Nurse Practitioner

Other specialty majors may be added from time to time. Admission to a specialty for matriculation requires a minimum cohort, usually ten (10).

OBJECTIVES OF THE MASTER'S PROGRAM

The program prepares students to:

- Evaluate the health status of individuals, families, or groups.
- Assume accountability for therapeutic intervention with individuals, families, or groups within clinical settings.
- Institute and maintain interdependent professional relationships throughout the health care delivery system.
- Initiate, participate in, and utilize research and its findings.
- Analyze historical and current issues in order to influence the development of professional nursing and the health care delivery system.
- Utilize strategies that can affect the delivery of services.
- Formulate professional goals and plans for implementation.

The curriculum for the Master of Science degree has four components:

Core and Supporting Sciences	20 to 25 credits
Clinical major courses	20 to 31 credits
Electives	0 to 9 credits

MASTER'S CURRICULUM OVERVIEW

Core Courses (8-11 credits) provide the basis for the analysis and application of a variety of theories to an Advanced Practice role, and the opportunity to discuss broad professional issues across specialties.

Science Courses (9-17 credits) provide the basis for an understanding of normal and abnormal bodily functioning and enable the student to form a comprehensive plan of care in the promotion of health and prevention of illness.

Specialty Courses (minimum of 22 credits) focus on the clinical application and integration of theory to Advanced Practice situations. Didactic and clinical courses are specific to the clinical specialty chosen for study. In clinical experience courses, students function in the role of nurse practitioner. A project is required.

Electives (0-9 credits), selected on the basis of professional interest and goals, deepen the understanding of the Advanced Practice role.

Courses in the clinical major focus on clinical application and integration of theory through guided practice. Because majors may partially overlap in relation to either client health status or client age group, given courses required in more than one major may be elected by students from another major in order to respond to students' special interests. Flexibility is also enhanced through individualized study courses offered in the final term of most majors.

Some majors allow for a small number of electives, which can be taken either within the School or in other parts of the University. Curricula for specific programs are available in the Office of Student Services.

A Master's Completion program is also offered for certified NPs, CNMs, and CRNAs.

All Master's students complete either a comprehensive examination or a specially focused project as part of their degree requirements.

Advanced Practice Programs

ACUTE CARE NURSE PRACTITIONER

This program is designed to prepare nurses to care for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced assessment (including children) and therapeutics, technology and skills. An additional sub-specialty is available in Emergency Care.

Clinical experiences are provided in leading medical centers in the tri-state area. Emphasis is placed on integrating didactic knowledge with patient management and advanced technical skills. Graduates are eligible to take the national professional certifying exam offered by the ANCC (American Nurse Credentialing Center). The program is certified for advanced practice/nurse practitioner status by the New York State Education Department.

NURSE ANESTHESIA

This graduate program is a 24-month full-time or 36-month part-time program which includes a compulsory anesthesia residency. The first year curriculum is largely devoted to advanced science courses and graduate core courses. The Clinical component is begun during the Summer session of the first year.

The program is designed to provide the student with continuous opportunities to relate theoretical knowledge with clinical practice by assuming increasing responsibility for total anesthesia patient care under tutorial guidance. The application of theoretical knowledge to the realities of clinical practice is a dynamic process which enhances and enriches learning as well as prepares the graduate to function effectively and competently as a professional. The sequential design of the program permits the student to acquire the skills necessary to move along this continuum. Mastery of learning is a pre-requisite for progress during this phase.

The program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. Clinical experiences are provided at leading medical facilities throughout the tri-state and New England area.

NURSE MIDWIFERY

The Nurse Midwifery program is designed to prepare nurses with labor and delivery experience to be nurse midwives. The focus of the academic and clinical aspects of this program is the management of the health care of low-risk women and their newborns. Although emphasis is placed on care during the childbearing cycle, the curriculum also includes study of women's primary health care needs throughout the life cycle. The graduate is thus prepared for the full scope of midwifery practice, including well-woman gynecology and primary health care, family planning, antepartum, intrapartum, postpartum, and normal newborn care. Intensive clinical experience is provided in each of these areas in a variety of settings, exposing students to diversity in patient populations and in practice options. Students learn to provide independent care for healthy women and consultative or collaborative care for the woman with medical and/or obstetrical complications.

All students graduating from the Nurse Midwifery program are eligible to take the national certifying examination administered by the American College of Nurse-Midwives' Certification Council.

PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER

The master's program in Psychiatric Mental Health Nursing at Columbia University provides qualified students the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice. The program was established in 1965, and today graduates of the program are practicing in extremely varied and diverse settings such as community mental health centers, day treatment programs, substance abuse programs, shelters for women and children, liaison settings and private practice.

Subspecialization is encouraged and includes work with children, adolescents, adults or the elderly, families, alcohol or substance abusing clients, genetic counseling and consultation/liaison settings and private practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups and families. The program draws on the psychodynamic, developmental, biological and family systems models. Attention is given to issues of ethnicity, gender, and family values.

The faculty is extremely proud of the program's strong clinical component. Students are provided with an in-depth opportunity to integrate theory and therapy techniques. Graduates are eligible to take the certifying exam offered by the American Nurses Association and are eligible for licensure in New York state as Psychiatric Mental Health Nurse Practitioners.

ADULT NURSE PRACTITIONER

This program is designed to prepare nurses to deliver primary care to adult clients. The core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to a clinical concentration. Students choose one of several concentrations. The clinical concentration provides students with the further educational preparation necessary to pursue leadership positions in clinical practice, research, education and management.

Graduates are eligible for certification as a nurse practitioner in all states that require it. Graduates are also eligible to take the certification examination offered by the American Nurses' Association and the American Academy of Nurse Practitioners.

FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner major is a graduate program designed to prepare nurses to deliver primary health care to families in a variety of settings.

Students follow family members through the life cycle utilizing obstetric, pediatric, gynecologic, as well as adult and geriatric primary care diagnostic and management skills.

Graduates are eligible to take the certifying examination offered by the American Nurses' Association and the American Academy of Nurse Practitioners. Graduates assume positions in a variety of settings such as outpatient clinics, community health centers, private practice offices, health departments, homeless shelters, chronic care facilities, day care programs, hospices, homes, and acute care settings.

The scope of practice of the family nurse practitioner is based on a team approach. An interdependent member of the health team, the family nurse practitioner provides primary care through the following means:

1. Documentation of individual and family health history.
2. Physical assessment.
3. Diagnostic, therapeutic and educational care plans.
4. Collaboration with physicians and other health care professionals.
5. Referral to appropriate health care providers.
6. Coordination of health care maintenance.

GERIATRIC NURSE PRACTITIONER

The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurse practitioners in primary health care of the elderly and their families. The program is sensitive and responsive to the complex and diverse health and psychosocial needs of a growing population of elderly in acute, ambulatory, chronic, and community care settings.

The program focuses on comprehensive assessment, illness prevention, health maintenance, management of complex acute and chronic health conditions, client and family education, consultation, and referral. The interdisciplinary nature of geriatric care is reflected in the large variety of clinical experiences.

Successful completion of the Geriatric Nurse Practitioner program qualifies the student to apply for certification as a geriatric nurse practitioner in New York State. The graduate is also eligible to take the certification examinations offered by the American Nurses Association and the American Academy of Nurse Practitioners.

NEONATAL NURSE PRACTITIONER

The Neonatal Nurse Practitioner (NNP) graduate program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as neonatal nurse practitioners in health care management of clients in the neonatal period, infancy, and early childhood in a variety of care settings, such as acute care facilities, chronic care facilities, outpatient facilities, and homes. Theory and clinical experiences focus first on the well neonate and then progress to episodic and chronic illness. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the NNP program qualifies the graduate to apply for certification as a neonatal nurse practitioner in New York State. The

graduate is also eligible to take the certifying examination offered by the National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties (NCC).

PEDIATRIC NURSE PRACTITIONER

The Pediatric Nurse Practitioner (PNP) program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the Pediatric Nurse Practitioner program qualifies the student to apply for certification as a pediatric nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Board of Pediatric Nurse Practitioners and Nurses and/or by the American Nurses Association.

WOMEN'S HEALTH NURSE PRACTITIONER

Columbia University's graduate program for Women's Health Nurse Practitioner (WHNP) focuses on the development of an advanced practice nurse who provides primary care to women across the life-span, from adolescence to very elderly.

The WHNP program encourages the students to consider the uniqueness of the individual woman and the woman in the context of (1) her community, (2) her relationships with others, (3) her environment. Such woman-centered care is appropriate across populations, social classes, socioeconomic and age groups and in urban, suburban and rural settings.

Successful completion of the program qualifies the students to apply for certification as Nurse Practitioners in New York State and to take the Women's Health Nurse Practitioner certifying exam offered by the National Certification Corporation (NCC) for the Obstetric, Gynecological, and Neonatal Nursing Specialties.

The Advanced Certificate Programs

These programs are designed to prepare nurses with a master's degree as Advanced Practice Nurses, (Nurse Practitioners). Theory and clinical experiences focus first on the well population and then progress to episodic and chronic illness. Clinical experiences are consistent with the student's long-term career goals. Graduates assume positions in a variety of settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurses' Association, as well as other specialty associations. The curriculum consists of supportive science courses and clinical specialty courses. Advanced certificates are available in all the specialty majors: ANP, GNP, FNP, PNP, WHNP, NNP, ACNP, P/MHNP, CNM. Curricula for specific programs are available in the Office of Student Services.

SUBSPECIALTY PROGRAMS

HIV/AIDS Subspecialty Program

This program is designed to prepare nurses to provide advanced and specialized care to persons with

HIV infection as clinicians, clinical nurse specialists, and patient care educators. Students will have an opportunity to participate with many of the New York State Designated AIDS Centers, and with the School's Center for AIDS Research.

Genetic Counseling

This seven-credit subspecialty is designed for nurses in a master of science program in nursing who wish to develop expertise in working with families at risk for or with genetic disorders. Advances of the human genome project as well as ethical, social, emotional, and legal issues are considered.

Alcohol and Substance Abuse

This nine-credit subspecialty is designed to prepare nurses to provide advanced and specialized care to persons with chemical dependency as Nurse Practitioners and Clinical Specialists. Coursework will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Students will develop skills working with chemically-dependent patients and families in their advanced practice settings.

Emergency Nursing

This seven-credit subspecialty is designed to augment acute or critical care practitioners' knowledge base with didactic and clinical experience in emergency care of all age groups. This subspecialty is open to any advanced nursing practice major.

Nephrology Nursing

This eight-credit subspecialty focuses on the knowledge base necessary to care for patients with advanced or chronic renal disease. Two didactic courses explore advanced renal physiology and diagnosis and management of acute chronic renal failure and end stage renal disease. Didactic content is illuminated by guided clinical experience.

Acute/Critical Care for PNP's

An eight-credit cluster for pediatric nurse practitioners who wish to provide care to infants, children and adolescents in a variety of acute care settings such as PICUs, emergency departments and pediatric transport services, this subspecialty is completed in one semester.

Behavioral Pediatrics

This seven-credit subspecialty explores the issues and concepts of behavioral pediatrics encountered in a primary care community setting. Comprised of a didactic course, a seminar and a clinical practicum, content focuses on the developmentally appropriate behaviors, variations, problems and disorders as well as the impact of environment, stressors, risk and protective factors.

Clinical Research Coordination

This six-credit subspecialty develops the knowledge necessary to supervise the running of clinical research trials. Two didactic courses explore the practical aspects, research design and measurement and their implementation. A clinical practicum provides opportunity for supervised experience.

Gero Psychiatry

This variable credit, individualized subspecialty study melds gerontologic and psychiatric/mental health advanced practice nursing in seminar and clinical experiences.

Doctor of Nursing Science (DNSc) Degree Program

The Doctor of Nursing Science (DNSc) degree program is designed to prepare clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery. The doctoral program enhances the foundation of nursing science cultivated at the master's level. Core courses help the student develop skills in research methodology, which are necessary to ensure the insightful examination of clinical nursing practice, and provide knowledge of health policy that prepares graduates to play major roles in reshaping nursing and health care. Students choose either clinical nursing research or health policy tracks, developing depth in the specialty area through an individualized program of study. Specifically, graduates will be prepared to:

- Direct improvements in nursing care within the health care delivery system

- Test and/or generate concepts, theories, and models for clinical nursing practice
- Function as clinical nurse scientists
- Design, conduct, direct, and report research studies;
- Evaluate and develop standards for the advancement of nursing science;
- Collaborate with other professionals to influence the delivery of health care.

The curriculum consists of a core of required courses in the theoretical foundations of nursing science and the analytical foundations of nursing science; a specialty component in either health policy or clinical nursing leadership and research; and the dissertation. In addition, students must successfully complete a comprehensive examination and write and successfully defend a dissertation. The doctoral program must be completed within seven (7) years of matriculation.

Joint-Degree Programs**NURSING AND PUBLIC HEALTH
(M.S./M.P.H.)**

The objective of this joint-degree program, which offers a Master of Science from the School of Nursing and a Master of Public Health from the School of Public Health, is to prepare nurses to be both advanced clinical practitioners and public health practitioners or administrators in a variety of community settings, including hospitals. The program is particularly valuable to nurses whose career goals are focused on the field of nursing but who also desire a broader interdisciplinary outlook.

Joint application is simplified. References and transcripts are shared, so duplication is not usually necessary. However, students must complete application forms for both schools. Although the School of Nursing accepts either the GRE or MAT, the School of Public Health will only accept the GRE.

The student may apply and be accepted in both programs at the same time but start in either school, with an adviser in each school assigned immediately to coordinate the student's program and to approve each

term's class choices. Total credit requirements are a minimum of 75 credits (depending on the nursing and public health specializations) plus the School of Public Health's one-term practicum. At least 30 credits must be earned in residence in each school in order for a degree to be granted. Each student's curriculum is planned individually to meet his or her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimum number of required credits for core and major (or track) courses ranges from approximately 30 to 52 credits, depending on the clinical track selected. The completion of the Nursing M.S. degree allows students to register with New York State as nurse practitioners. In the School of Public Health, the minimum is approximately 30 to 45 credits, depending on the concentration. In both schools, students must also be accepted in a specific track/division. Financial aid is available in both schools for eligible students. Students may not, however, receive financial aid from both schools during the same academic year.

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, sociomedical sciences, environmental health sciences, and health policy and management. Joint-degree students may choose any School of Public Health major for combination with any School of Nursing clinical specialty major.

NURSING AND BUSINESS (M.S./M.B.A.)

The School of Nursing, in collaboration with the Columbia University School of Business, offers a combined 75-credit M.S./M.B.A. degree. This program allows full or part-time study.

This graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting.

Students must apply separately to, and be admitted by, both schools for the autumn term. In addition to satisfying the M.B.A. requirements, students must complete fifteen business courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of 30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree. Students select a clinical specialty at the School of Nursing but need not choose a specific concentration at the Business School. Students are guided in the selection of courses to meet career goals and individual interests.

Applicants apply separately to the School of Nursing and the School of Business and must meet the admission criteria for both schools. The School of Business admission requirements include:

1. A baccalaureate degree (in nursing).
2. A calculus course. A four-day refresher course, as well as a six-day course for those with a limited calculus background who feel that they need an extensive concentrated course, are offered at the Business School in August.
3. Graduate Management Aptitude Test (GMAT) scores. Applicants to the M.S./M.B.A. program should not take the GRE. A GMAT score of at least 550-700 is necessary for admission. Students considering admission for the autumn term should take the GMAT no later than the preceding January.
4. Computer proficiency.

Courses of Instruction

Key to Course Listings

In the listings of courses of instruction for all programs, each course number consists of a capital letter followed by four digits.

The capital letter indicates the University faculty or division offering the course, for example:

M Faculty of Nursing

The first digit indicates the level of the course, as follows:

- 4 First professional degree courses
- 5 Intermediate Courses (Do not count for master's degree)
- 6 Graduate Core and Shared Sciences courses
- 8 Advanced level graduate courses, clinical practice, case seminars, open only to matriculated master's degree candidates
- 9 Doctoral courses

Two consecutive numbers that are joined with a hyphen indicate a course that runs through both terms. The first half is prerequisite to the second half unless the course description says otherwise.

Course Credit

The number of credits that a course carries each term is given in italics in the left margin of the course description.

COURSE DESCRIPTIONS

The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary.

Course descriptions are in numerical order.

All clinical specialty and doctoral courses require permission of the instructor for registration.

Nursing M4000 Clinical Practice I

2 credits. Clinical Practice I is a clinical and lecture course designed to introduce emerging health care professionals (from the dental, medical and advanced practice nursing programs) to the knowledge, skills, and perspectives essential to providing comprehensive care to clients, families and communities. Care of human beings requires scientific and technical expertise, as well as an understanding of each person's unique qualities and circumstances, for these are the contexts in which knowledge must be translated into health promotion and disease prevention. *This course is no longer offered.*

Nursing M4001 Clinical Practice II

2 Credits. Prerequisite: M4000. Continuation of Clinical Practice I in exploring the complex task of providing comprehensive individualized health care. Each of the participating disciplines in this course adjusts it to its own needs, adding or modifying content as required. *This course is no longer offered.*

Nursing M4030 Introduction to Alcohol and Substance Abuse: Theories of Causation

3-4 credits. Prerequisite and Corequisite: M8560. This course will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Evaluation and assessment skills will be taught. Theoretical models upon which to base clinical practice will be discussed. The course has a clinical component where the student will analyze one theory of causation, the multigenerational process. By constructing a genogram in the context of a family meeting, the student will have an opportunity to see the influence of the multigenerational process and the role that the family plays in maintaining the addiction. Physiological, behavioral, emotional and societal responses to alcohol and substance abuse are investigated. Implications for nursing research are considered.

Nursing M4032**Contemporary Issues and Trends in Alcohol and Substance Abuse**

3 credits. Prerequisite: M4030. This seminar will provide a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social costs, stigma, legalization of drugs and pain management are among the issues which will be discussed and the role that institutions play in identifying and referring. The role of the advanced practice nurse in primary prevention will be explored. Students will be expected to develop a primary prevention program.

Nursing M4034**Clinical Management of the Patient with Chemical Dependency: Intervention and Evaluation.**

3 credits. Prerequisite: M4030 and M4032. This clinical practice course is designed for students to develop skills in working with chemically dependent patients and families. It consists of clinical practice and supervision totaling 12 hours per week. Students will work with chemically dependent clients and families in their advanced practice settings. The course is for students in both clinical specialist and nurse practitioner settings.

Nursing M4050**Physical Assessment**

3 credits. This course is designed to introduce the knowledge and skills required to perform a systematic examination of a healthy adult, and to record findings appropriately. Since skills are easily lost without continued practice and validation of observations, class lecture/discussions, supervised laboratory, and individual use of readings and audiovisual materials will be required for successful learning.

Nursing M4051**Physical Assessment Laboratory**

2 Credits. Corequisite: M4050. Guided laboratory study for development of skills necessary to perform systematic physical examination.

Nursing M4100**Pharmacology**

3 credits. The course is a basic one, requiring no prerequisites except a basic working knowledge of the elementary sciences (biology, chemistry, anatomy and physiology). Basic physiology and pathophysiology will be discussed and then the various drugs that are involved in the modification or therapeutics of those systems will be explained.

Nursing M4108**Anatomy and Physiology**

4 credits. This course presents the structure (anatomy) and function (physiology) of the human body. It will survey the body on several levels - from organism and system to cell and molecule. A sound understanding of the body - its anatomy and physiology - are essential for more advanced knowledge of health and disease. Extensive computer resources are used.

Nursing M4114**Issues in Professional Nursing (ETPs)**

2 credits. This course is designed for the baccalaureate student, in a combined degree program in nursing, to develop an understanding of issues confronting the professional nurse. The emphasis is on history, trends, issues of the profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care.

Nursing M4120**Issues in Professional Nursing (ETPs)**

3 credits. This course is designed for the baccalaureate student, in a combined degree program in nursing, to develop an understanding of issues confronting the professional nurse. The emphasis is on history, trends, issues of the profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care. *This course is no longer offered.*

Nursing M4125**Advanced Issues in Professional Nursing for RNs (AMP)**

3 credits. Designed to develop an understanding of issues confronting the professional practitioner; emphasis on history, trends, issues of profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

Nursing M4140**Nursing Management and Informatics**

3 credits. One of the major goals in the education of a professional nurse is directed at developing the ability to make decisions and judgments appropriate to the management of practice problems. Another goal is to facilitate an acceptance of a leadership role regardless of the employment setting. The nursing management and informatics course will provide theoretical knowledge and skills to understand organizations, to identify leadership behaviors and to utilize problem solving in reaching nursing management decisions. There is a focus on interrelating theories of management and leadership with nursing informatics and computer literacy.

Nursing M4204**Community Health Nursing
for RNs (AMP)**

4 credits. This course focuses on the role of the professional nurse in community health with emphasis on use of the nursing process with aggregate diagnosis are analyzed within the context of nursing process. Current concepts of health promotion, disease prevention and rehabilitation are applied to the community as a whole and to individuals, families and groups over the life span. In addition, influences affecting family health (culture, violence, and abuse) are examined, as are the venues in which the nurse may encounter them (home, work and school).

Nursing M4206**Community Health Practicum
for RNs (AMP)**

4-5 credits. Prerequisite or Corequisite: M4204 and M4050. Community Health Practicum for RNs is a clinical course for registered professional nurses. It builds upon previous knowledge and experience, and provides the student with an opportunity to apply community health nursing theory to clients and families in a community setting. This course allows the student to plan, deliver, and evaluate nursing services in the community at the baccalaureate level of practice.

Nursing M4220**Health Promotion Through the Life Span**

4 credits. This course consists of a series of nine modules concerning ages and stages throughout the normal/average human life cycle. Each module looks at biological/neuromuscular, psychosexual, cognitive and interpersonal factors relevant to that age or stage. Each module contains a component that focuses on health promotion and disease prevention for that age or stage, including relevant nutritional concerns. *This course is no longer offered.*

Nursing M4225**The Science of Health Promotion and Disease
Prevention**

3 credits. Promoting an optimum level of wellness and decreasing disease/injury are significant contributions professional nursing can make to individuals and society. In addition, this is a collaborative effort between the consumer and the health care provider. Recognizing that wellness and health can be achieved even in the presence of certain conditions (birth defects, chronic conditions) is an important philosophical starting point for the advanced practice nurse. It is the goal of nursing to promote health and optimal functioning. This course identifies and explores the influence of biologic, environmental and social factors on health and wellness of individuals. Strategies of health promotion and disease prevention for individuals, families, communities, and systems are explored.

Nursing M4298**Nursing Care of Adults in Health and Illness**

3 credits. Prerequisites and Corequisites: M4000, M4050, M4350, M4352, M4100. An intensive study of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with M4300.

Nursing M4300**Practice in Adult Health Nursing**

3 credits. Corequisites: M4298. This course is designed to provide the student the experience to apply and integrate concepts from the course Nursing Care of Adults in Health and Illness in clinical settings. The clinical experience will enable the student to assess, plan, implement and evaluate nursing care for the adults and their families during illness. Clinical competencies and techniques are learned and applied in specific clinical situations.

Nursing M4350**Scientific and Philosophical Foundations of
Nursing**

2 Credits. The biological and behavioral sciences inform the basics of nursing and the components of sharing. Differences between nursing and medicine in the practice of health care are explored.

Nursing M4352**Scientific and Philosophical Foundations of
Nursing: Practicum**

3 Credits. Prerequisites and Corequisites: M4350, M4353, M4050, M4051. Guided opportunity to practice basic skills of nursing intervention.

Nursing M4353**Scientific and Philosophical Foundations of
Nursing: Seminar**

1 Credit. Ongoing small group seminar discussions facilitated by faculty to explore dimensions of initial foundational nursing experiences.

Nursing M4470**Nursing Care of the Childbearing Family**

3 credits. Prerequisite and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4472. This course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with clinical experience.

Nursing M4471**Nursing Care of the Child-Rearing Family**

3 Credits. This course focuses on the care of families during the child-rearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The care of healthy and ill infants and children through adolescence is presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with a clinical component M4473 and has the same prerequisites as M4470.

Nursing M4472**Nursing Care of the Childbearing Family - Clinical**

2 credits. Prerequisite and Corequisites: M4050, M4108, M4225, M4350, M4352, M4353, M4470. This clinical course focuses on the care of families during the childbearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The concepts of individual, environment, and health as they pertain to the care of the family are emphasized. The course is offered concurrently with a didactic classroom course.

Nursing M4473**Nursing Care of the Child-Rearing Family Clinical**

3 Credits. Prerequisites: M4050, M4108, M4225, M4350, M4352, M4471. This clinical course focuses on the care of families during the child-rearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with a didactic classroom course.

Nursing M4518**Psychiatric Mental Health Nursing/
Nursing M4520 Practicum**

2 Credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4520. Psychiatric / Mental Health Nursing explores the conceptual base of human psychopathology through the life span; assessment and identification, management of major mental health problems, and comprehensive nursing interventions.

Nursing M4520**Practicum: Psychiatric / Mental Health Nursing**

2-3 Credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4352, M4353, M4470, M4472, M4518. Guided clinical experience at in patient and out patient facilities in nursing interventions in major mental health problems.

Nursing M4601**Integration Seminar**

1 credit. Prerequisites and Corequisites: All core courses and lower division clinical courses; Nursing M4600, M4140. Nursing Integration Seminar is a course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. Care presentations drawn from concurrent clinical experience offer the student the opportunity to apply theoretical knowledge of preventive, therapeutic, and rehabilitative nursing care to clients, families, and aggregates in a variety of settings. Seminar discussion provides the student with the opportunity to apply concepts from both nursing and public health sciences in planning, delivering, and evaluating nursing services. *This course is no longer offered.*

Nursing M4602**Nursing Integration Practicum (ETP)**

5 Credits. Nursing Integration is a clinical course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. It offers the student the opportunity to apply theoretical knowledge of preventive, therapeutic, and rehabilitative nursing care to clients, families, and aggregates. A variety of settings will provide the student with the opportunity to apply concepts from both nursing and public health sciences in planning, delivering, and evaluating nursing services. *This course is no longer offered.*

Nursing M4882**HIV/AIDS Community-based Care**

3 credits. Prerequisites and Corequisites: M4890 and M4885. This course focuses on maintaining wellness in the community setting. There will also be emphasis on the diverse resources that patients can access in the community. Issues relevant to community health nursing are discussed.

M4885**HIV/AIDS Acute Care**

3 credits. Prerequisites and Corequisites: M4890. This course will focus on individuals who are experiencing acute HIV-related diseases requiring hospitalization. Pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV related diseases requiring acute nursing care. One seminar and clinical day per week are required.

Nursing M4890**AIDS: Contemporary Issues and Challenges**

3 credits. Contemporary issues and challenges of providing care to individuals with HIV infection and AIDS are the foci of this course. Physiological, behavioral, emotional, and societal responses to AIDS are investigated. Implications for nursing research are considered.

Nursing M5500**Senior Colloquium**

3 Credits. Senior Colloquium is a clinical course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. It offers the student the opportunity to apply theoretical knowledge of preventive, therapeutic, and rehabilitative nursing care to clients, families, and aggregates. A variety of settings will provide the student with the opportunity to apply concepts from nursing in planning, delivering, and evaluating nursing services. *This course is no longer offered.*

Nursing M5900, M5901**Residency in Clinical Nursing**

2-4 credits. This clinical nursing residency is designed for post-baccalaureate nursing students. It consists of clinical experiences in health care facilities which focus on strengthening and broadening the baccalaureate's clinical attributes in patient care decision making and psychomotor skills. It is a prerequisite to graduate level clinical specialty programs for students with no work experience. The student engages in an intensive clinical experience ranging from 28-40 hours per week. Specific outcome objectives are identified by the program director of the clinical specialty masters program track that the student wishes to enter. The student meets regularly with the specialty masters program director or designee to discuss the clinical experience and identify progress in meeting the competencies. Clinical logs, seminars and reaction papers are requirements for completion. *M5901 is no longer offered.*

Nursing M6020**Research I**

3 credits. This course will present an overview of the research process, from posing of the research problem to communication of the results, with emphasis on designs, methods, and evaluation of applied clinical research. This course or M8180 meet the research requirement for the Master's core courses. *This course is no longer offered.*

Nursing M6080**Perinatal Nursing: Practicum**

3 credits. Prerequisites and Corequisites: M6020 or M8180, M6641. For perinatal clinical specialist and nurse practitioner students. Major focus of the course is developing, implementing, and evaluating interdisciplinary plans of care for patients and families who are experiencing low-risk pregnancies, as well as those whose pregnancies are high-risk. Such families are the major focus of the course. The student participates in care of a caseload of families in inpatient and outpatient settings.

Nursing M6100**Advanced Physiology**

3-4 credits. The object of this course is to assist the student to understand human physiology on the molecular, cellular, organ and systematic levels. This will be accomplished through a series of lectures, assigned readings, and examinations.

Nursing M6110**Pharmacology of Anesthetics**

3 credits. Prerequisites and Corequisites M6124, M6100, M6121. A comprehensive study of the pharmacokinetics and pharmacodynamics of drugs commonly used in anesthesia practice. In case studies and discussions, the complexity of their application is emphasized.

Nursing M6121**Pathophysiology of Adult**

3 credits. Prerequisite: M6100. The pathogenesis of common conditions affecting adults will be presented. The discussions will focus on an understanding of the disease processes to allow logical, sequential, and precise therapeutic modalities.

Nursing M6122**Pathophysiology of Child**

3 credits. Prerequisite: M6100. This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs. The pathogenesis of common conditions affecting children is presented and serves a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

Nursing M6124**Homeostatic Alterations During Anesthesia**

3 credits. Prerequisites and Corequisites: M6100, M6110. A system approach to the homeostatic alterations occurring during anesthesia. Emphasis will be placed on cardiovascular, respiratory and neuroendocrine response to both surgical stress and the anesthetic agents.

Nursing M6140**Advanced Assessment and Management of High Risk Neonates**

3 credits. Corequisite: M6141. This course provides an opportunity for inquiry into infant health care management, maintenance, and promotion. Course content provides the base for infant health assessment and the effects of imposition of high-risk factors on infant health. Emphasis is placed on the development of plans of health care management, evaluation.

Nursing M6141**Practicum: Advanced Assessment and Management of High Risk Neonates**

3 credits. Corequisite: M6140.

This course provides the opportunity for supervised practice in the acquisition of skills in infant health assessment, problem identification, and health care management and wellness promotion, including performance of selected invasive diagnostic/therapeutic procedures. Emphasis is placed on understanding the physiologic rationale and aims of plans of health care management.

Nursing M6150**Maternal-Fetal-Newborn Physiology**

2 credits. Prerequisite and Corequisite: M6100. This course provides an overview of the physiology of reproduction, from gametogenesis through birth and the neonatal period.

Nursing M6202**Diagnosis and Management of the Emergency Patient I**

2 Credits. Prerequisites and Corequisites: M8810, M8815, M8785, M6838, M8816. This course is the first of two parts that focuses on the emergency subspecialty of critical care for the nurse practitioner. The diagnosis and management of emergency health problems encountered across the continuum of the acute / non-acute emergency environment are studied in depth. *This course is no longer offered.*

Nursing M6203**Diagnosis and Management of the Emergency Patient II**

2 Credits. Prerequisites and Corequisites: M6202, M6839, M8055. This course is the second course that focuses on the emergency subspecialty of cardiopulmonary care for the nurse practitioner. The diagnosis and management of emergency health problems encountered across the continuum of the acute / non-acute emergency environment are studied in depth. *This course is no longer offered.*

Nursing M6300**The Social Context of Illness and Health**

2 credits. This course examines the social context of illness and health, that is the social and political forces that affect the onset and maintenance of both illness and health. The role of advanced practice nurses in helping clients to avoid illness and maintain health will be explored. This course is a core course requirement for all Master's students. *This course is no longer offered.*

Nursing M6340**Advanced Practicum as an NNP**

6 credits. Prerequisite: M6140, M6141, M8661, M8663, M8666. Supervised clinical experience in which students integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and development of the role of the neonatal nurse practitioner in education and collaboration.

Nursing M6458**Pelvic Assessment of the Adult Woman**

1 Credit. Corequisite: M6460. A concentrated review of physical assessment and history taking for women, with special emphasis on the theory and skill of pelvic assessment.

Nursing M6460**Health Assessment and Primary Care of Women**

2 credits. Prerequisite or Corequisite: M6458. This course offers the theoretical knowledge necessary to meet the primary care needs of the adult woman throughout her lifetime.

Nursing M6466**Medical & Obstetrical Complications of Childbearing**

2 credits. Prerequisite: M8472 & M8473. This course explores potential complications requiring physician referral among childbearing women.

Nursing M6480**Professional Issues in Nurse-Midwifery**

1 credit. Professional Issues in Nurse-Midwifery is designed to concentrate on the transition from student to beginning nurse-midwife practitioner. It examines the history of the profession and the role of its leadership organizations. It examines the essential documents of the ACNM and its functions. It also looks at current critical issues that impact on the profession and discusses organizational and legislative means of effecting change.

Nursing M6510**The Development of Human Behavior Across the Life Span**

3 Credits. This seminar course examines the development of human behavior across the life span. Within a developmental context, students will explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events.

Nursing M6526**Theory Development**

2 credits. This course teaches students to analyze and evaluate nursing theories, developing and using critical thinking skills as well as applying evaluative criteria to theory statements and practice patterns. Classic nursing theories and recent theory trends will be analyzed along with determining theoretical implications of trends in modern nursing practice, including advanced nursing practice. Relevance of theory for practice, research, and systematic thought processes will be stressed. *This course is no longer offered.*

Nursing M6528**The Development of Human Behavior Part I: Infancy to Adolescence**

2-3 credits. This course examines the development of human behavior in childhood and adolescence. Within this developmental context, students will explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events. *This course is no longer offered.*

Nursing M6529**The Development of Human Behavior Part II: Adulthood**

2 credits. This course examines the continuing development of human behavior during young adulthood, middle adulthood and old age. Within this developmental context students will explore the dynamics of human behavior as they are determined by the intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events. *This course is no longer offered.*

Nursing M6530**The Development of Human Behavior Part I: Infancy to Adolescence**

2 Credits. This course examines the development of human behavior in childhood and adolescence. Within this developmental context students will explore the dynamics of human behavior as they are determined by the intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events. *This course is no longer offered.*

Nursing M6535**Behavioral Health in Primary Care Advanced Nursing Practice**

1 Credit. This course explores the diagnosis and management of psychiatric and mental health issues commonly seen in community based primary care practices.

Nursing M6594**Psychopathology**

2 credits. Through weekly reading assignments and discussions, the student is introduced to the concepts central to major psychopathology.

Nursing M6597**Evaluation and Assessment in Psychiatric Mental Health Nursing**

3 credits. Throughout the semester the student is introduced to the symptoms, behavioral manifestations and classification of psychopathology as compared to normative behavior during the life span. Special emphasis is placed upon the ability of the student to interview, classify and stigmatize observations. The student will use various assessment tools and guides with individuals of different ages. *This course is no longer offered.*

Nursing M6598**Advanced Psychiatric Mental Health Nursing Assessment**

2 Credits. Throughout the semester the student is introduced to the symptoms, behavioral manifestations and classification of psychopathology as compared to normative behavior during the life span. Special emphasis is placed upon the ability of the student to interview, classify and evaluate observations. The student will use various assessment tools and guides with individuals of different ages.

Nursing M6599**Practicum in Advanced Psychiatric-Mental Health Nursing Assessment**

1 Credit. Throughout the semester the student is introduced to the symptoms, behavioral manifestations and classification of psychopathology as compared to normative behavior during the life span. Special emphasis is placed upon the ability of the student to interview, classify and evaluate observations. The student will use various assessment tools and guides with individuals of different ages.

Nursing M6610**Physical and Psychological Assessment of the Child**

2 credits. Prerequisite: *Instructor's permission*. Physical and Psychological Assessment of the Child is designed to prepare the student to take a complete health and developmental history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method.

Nursing M6620**Pediatric Primary Care Nursing I**

3 credits. Corequisite: M6610. Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness, and the treatment of episodic problems in order that each child may meet his optimal physical, intellectual and emotional growth and development.

Nursing M6622**Pediatric Primary Care Nursing I: Clinical**

2 credits. Prerequisites and Corequisites: M6610, M6620.

Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his optimal physical, intellectual and emotional growth and development. The clinical experience involves well child care in a pediatric clinic, and a weekly clinical conference.

Nursing M6624, M6625, and M6626**Clinical Seminar in Pediatric Primary Care I, II, III**

1 Credit each. These seminar courses designed to discuss and interpret clinical experiences are no longer offered.

Nursing M6630**Pediatric Primary Care Nursing II**

2 credits. Prerequisites and Corequisites: M6122, M6610, M6620, M6632. Pediatric Primary Care Nursing II focuses on the delivery of primary health care to school-age children and adolescents. This includes health promotion, the prevention of illness, and the management of common episodic problems. Using the schools for clinical experience, students will assess health status, teach individuals and groups of children, and will work with teachers and parents. Students will utilize knowledge of growth and development to develop age appropriate teaching plans, and assist children and families to assume active roles as health consumers.

Nursing M6632, M6633, M6634**Clinical Practicum: Pediatric Primary Care Nursing II**

5 credits; 2-3 credits; 2-3 credits. Prerequisites and Corequisites: M6122, M6610, M6620, M6630, M6632.

Students assess the health status of children in a variety of settings which must include continuity clinic and adolescent clinics and a school setting or inpatient setting.

Nursing M6651**Perinatal Nursing**

3 credits. Prerequisites and Corequisites: M6020 or M8180, M6150. The role of the perinatal advanced practice nurse in the management of the childbearing woman and her fetus. The dynamics of pregnancy from both biophysical and psychosocial perspectives. After examining the management of patients and families who are experiencing low-risk pregnancies, most of the term focuses on the management of high-risk pregnancies. Emphasis is placed on clinical management of patients and related education, consultancy, and research activities. Developing interdisciplinary collaborative plans of care for pregnant families with prioritization of nursing interventions is highlighted. This course is offered concurrently with M6080.

M6675 and M6659
Perinatal Nursing II.

This class and clinical are no longer offered.

Nursing M6666
Maternal and Infant Nutrition

2 credits. Maternal and Infant Nutrition focuses on the requirements for adequate and maximal nutrient intake during the childbearing years. Physiology of pregnancy and the influence of nutritional status on pregnancy outcome, dietary management of common complications of pregnancy, cultural variations, infant needs, methods of infant feeding, and the requirements and advantages of lactation are stressed. Practical skills for assessment and intervention will be developed.

This course is no longer offered.

Nursing M6720
Introduction to Primary Care

2 credits, 1 for GNPs. This course provides a systematic approach to understanding the delivery of primary health care to the well adult. In addition, various principles of illness prevention and health maintenance are introduced.

Nursing M6725
Health Policy and Advanced Practiced Nursing

3 credits. This course will examine and critically analyze issues in health policy in the U.S. These issues will be explored in light of their impact on the nursing profession and on the current and future delivery of health care. This course is a core requirement for all Master's students. *This course is no longer offered.*

Nursing M6728
Theory and Research in Applied Science and Nursing

4 Credits. This course will present an overview of theory and research as essential components of scholarly practice. The research process will be used, from posing of the research problem to communication of the results, with emphasis on designs, methods and evaluation of applied clinical theory and research. The course is designed to prepare expert, critical users of theory and research in practice. It is a required core course for a MS students.

Nursing M6740
Oncology Nursing Theory I - Fundamentals of Oncology Nursing (M8886)

2 credits. This course presents a systematic overview of basic level oncology nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, nursing diagnoses, and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration, and application of oncology nursing theory in clinical practice.

Nursing M6745
Oncology Nursing Practice I - Fundamentals of Oncology Nursing

3 credits. Corequisite: *Oncology Nursing Theory I*. In this clinical course, the information learned in Theory I - Fundamentals of Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital or medical center. The practice component offers the opportunity for the role of the oncology clinical nurse specialist to begin to be implemented.

Nursing M6750
Nursing Seminar in Gerontology I

1 credit. This seminar provides the learner the opportunity to examine frequently occurring pathophysiologic problems found within the geriatric population. This didactic content complements the management course in the GNP/Adult Nurse Practitioner track. Topics selected for study include normal and abnormal system changes in the older adult. Specific assessment and intervention strategies will be covered.

Nursing M6751
Nursing Seminar in Gerontology II

1 credit. This seminar will focus on the factors impacting on the care and management of the geriatric patient. Topics will include political, government, legal and ethical issues and syndromes that impact on the geriatric client and the health care team. The GNP student will assess the multifactorial influences in the management of the elderly client.

Nursing M6758
Nutrition Through the Lifespan

1 credit. This course provides advanced content in nutritional assessment methods and intervention strategies for primary care clients throughout the lifespan with a focus on promotion of optimum nutrition at various points in the life cycle.

Nursing M6760**Primary Care of Women Across the Lifespan I**

2 Credits. Informed by an underlying theoretical framework acknowledging that women's health is inextricably linked to the nature of their lives, this course focuses on wellness, health promotion and advanced clinical diagnosis and treatment of women's physical health problems. Provides knowledge to the beginning women's health care provider to meet selected primary care needs affecting the skin, HEENT, respiratory, gastrointestinal and musculoskeletal systems of adolescents to the very elderly.

Nursing M6775**Health Promotion of the Elderly**

3 Credits. Prerequisites and Corequisites: M6900, M8787, M8770, M6720, M8864, M6750. This course explores the theoretical dimensions of health aging and discusses health promotion and disease prevention strategies in gerontology.

Nursing M6830**Critical Care I**

3 credits. Prerequisites or Corequisites: M6020, M6041, M8521. This course presents a systematic research and theory based introduction to the concepts underlying critical care nursing. Emphasis is placed on the nurse's role in assessing and evaluating human responses to actual or potential threat in the hospital environment. The approach used is to examine the nature and substance of advanced clinical practice in critical care from a conceptual perspective across age groups and physical condition. The phenomena selected for examination are viewed as clinical problems with the potential to cause multiple and complex interactions, and are based on AACN's Adult Critical Care Exam Blueprint. Focus will be cardiovascular and pulmonary phenomena.

This course is no longer offered.

Nursing M6832**Diagnosis and Management of the Critically Ill for the Intensivist I**

2 Credits. Prerequisites and Corequisites: M6839, M8825. This course is the first of two courses that focuses on the intensivist subspecialty of critical care for the nurse practitioner. The diagnosis and management of health problems encountered across the continuum of the acute / critical care environment are studied in depth. *This course is no longer offered.*

Nursing M6833**Diagnosis and Management of the Critically Ill for the Intensivist II**

2 Credits. Prerequisites and Corequisites: M6839, M8825. This course is the second course that focuses on the intensivist subspecialty of critical care for the nurse practitioner. The diagnosis and management of health problems encountered across the continuum of the acute / critical care environment are studied in depth. *This course is no longer offered.*

Nursing M6838 and M6839**Diagnosis and Management of the Critically/Acutely Ill Adult, I and II**

2-3 Credits each. Prerequisites and Corequisites: M6100, M8102, M8787, M8815. A systematic exploration of advanced diagnosis and management techniques in caring for acutely and critically ill adults. This course is offered with a companion clinical course.

Nursing M6862**Assessment, Evaluation, and Management of the Perioperative Patient**

3 credits. Prerequisites and Corequisites: M6100, M6120, M6124, M6110. History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process rather than diagnose disease entities will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized perioperative anesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and neural-renal status.

Nursing M6868**Regional Anesthesia, Theories and Technique**

2 credits. Prerequisites and Corequisites: M6100, M6110, M6870. This is a basic course in the pharmacology of local anesthetics and their application in clinical practice. The theory and techniques of infiltration, peripheral nerve block, central neural blockade, and topical anesthesia are discussed in relation to their clinical application, both intraoperatively and postoperatively for long-term pain management. Through case studies and analysis of current research, complications and alternate methods are emphasized.

Nursing M6870**Basic Principles of Nurse Anesthesia Practice**

4 credits. Prerequisite: M6100, M6110, M6124, M6125, M6862. The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice are the focus of the course. Function and maintenance of various kinds of technologies, as well as the psychomotor skills specific to the practice are stressed.

Nursing M6871
Advanced Principles of Anesthesia Practice I

2 credits. Prerequisite and Corequisite: *All first level didactic and clinical anesthesia courses*. This advanced approach to anesthesia principles is applied to specific surgical procedures both elective and emergent. The physiological sequela of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Neurological, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations are included. Seminar format facilitates integration of knowledge.

Nursing M6872
Advanced Principles of Anesthesia Practice II

2 credits. Prerequisite M6871. This course is essentially a continuation of Advanced Principles I. A system approach will be employed to discuss the various types of surgical patients and problems that the student will be challenged with when caring for them. We will look at the various different surgical procedures in some detail, including preop assessment, planning for the intraoperative events, and caring for the patient in the postop period. Also to be discussed will be the types of patients likely to present for each particular procedure, and the unique problems that types of patients will challenge us with in caring for them throughout their operative course.

Nursing M6875
Professional Aspects of Nurse Anesthesia Practice

2 credits. In a seminar format, the professional, legal, and regulatory aspects of nurse anesthesia practice in the U.S. will be analyzed.

Nursing M6880
Oncology Nursing Theory II: Advanced Oncology Nursing

2 credits. Prerequisite: *Oncology Nursing Theory I and Practice I* (for CNS students), or *Advanced Standing*. This course presents a systematic overview of advanced oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers, and provides a framework of advanced practice for the oncology clinical course specialist (OCNS) or nurse practitioner (NP). This framework assists the OCNS/NP in diagnosing, assessing, intervening in, and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.

Nursing M6885
Oncology Nursing Practice II: Advanced Oncology Nursing

3 credits. Prerequisite and Corequisite: *Oncology Nursing Theory and Practice I*, or *Advanced Standing*; *Oncology Nursing Theory II*. In this clinical course, for clinical nurse specialist students, the information learned in oncology Nursing Theory II - Advanced Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital, medical center, community or institutional setting. The practice component offers the opportunity for the educator, consultant and/or coordinator role of the oncology clinical nurse specialist to begin to be implemented.

Nursing M6905
Clinical Research Study Coordination

2 Credits. This course addresses the conduct of clinical trials from the perspective of the clinical research coordinator. Content will include the nature and conduct of clinical trials, Federal guidelines and regulations, basic statistics, research design, sampling and subject recruitment, elements of good clinical practice, and the role of the clinical research coordinator during planning, start-up, implementation and termination phases of the project.

Nursing M6907
Clinical Research Practicum

3 Credits. An individualized practicum experience in which the student participates as a member of one or more teams carrying out or evaluating randomized clinical trials. The practicum is designed to provide the student with "hands-on" experience working as a member of the research team and/or monitoring clinical drug or device trials being carried out in in-patient, ambulatory or community settings.

Nursing M6920
Health and Social Policy: The Context for Practice and Research

4 Credits. This course examines contextual contributors to health status and relevant current U.S. social and health policies. Issues are explored with a particular emphasis on the impact they have on the current and future delivery of health care and on advanced practice nursing. This course is required for all MS students.

Nursing M6930**Interpersonal Violence and Abuse: Prevention, Assessment and Intervention for Health Care Professionals**

1 Credit. This course increases awareness of the prevalence of interpersonal violence and abuse in individuals and families, providing content needed for prevention, early identification, assessment and intervention/referral.

Nursing M6940**Management and Advanced Practice Nursing**

1 Credit. This course explores the dimensions of independent advanced practice nursing in a challenging and constantly changing health care environment. Legal, regulatory, billing, reimbursement and practice configurations are discussed.

Nursing M8040**Practicum in Emergency Care for the Nurse Practitioner**

4 Credits. Prerequisites and Corequisites: M8785, M8810, M8815, M6838, M6202 or M6832. The practicum in emergency care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

This course is no longer offered.

Nursing M8050**Advanced Practicum in Emergency Care for the Nurse Practitioner**

3 Credits. Prerequisites and Corequisites: M6838, M8102. The practicum in emergency care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting of the Emergency Department. Permission of the program director is required.

Nursing M8055**Integration Practicum in Emergency Care for the Nurse Practitioner**

4 Credits. Prerequisites and Corequisites: M6838, M6202, M8040, M8050, M6839, M6203. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. *This course is no longer offered.*

Nursing M8102**Advanced Pharmacology**

3 credits. Prerequisites and Corequisites: M6100, M4100. This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states. It also includes the principles and regulations surrounding prescription writing, pursuant to NYS and federal requirements for advanced nurse/practitioner practice. A similar course, M8661, is offered in advanced pediatric pharmacology.

Nursing M8110**Pharmacology of Accessory Drugs**

2 Credits. A comprehensive study of the pharmacokinetics and pharmacodynamics of concurrent drug therapy and their anesthetic implications.

Nursing M8160**Genetic Concentration**

2 Credits. Prerequisite: M8290. This course is designed for the student who is interested in increasing knowledge in a specific area of genetic theory relevant to practice. The student will choose an appropriate faculty mentor to be a guide in this concentration.

Nursing M8165**Practicum: Genetic Concentration**

2 Credits. Prerequisites and Corequisites: M8290, M8150. This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk) for (a) specific genetic disorder(s). The student will choose an appropriate faculty mentor to be a guide in this practicum. Details of the practicum will be negotiated by the student, faculty mentor, and appropriate agency mentor.

Nursing M8180**Clinical Epidemiology for Advanced Practice Nurses**

3 credits. An overview of the principles and practice of clinically oriented epidemiology. Includes the role of epidemiology in health care and public health, basic concepts in epidemiology and biostatistics, critical evaluation of health literature, as well as applications to clinical practice. *This course is no longer offered.*

Nursing M8290**Incorporating Genetics into Advanced Nursing Practice**

3 Credits. This course will introduce students to clinical genetic theory incorporating new information from the human genome project, the history and evolution of genetic counseling, including the ethical, moral and legal issues which arise daily in this rapidly developing field. This course is intended to add to the knowledge base of advanced practice nurses so that they will increase their sensitivity to the issues confronting families at risk for or with genetic disorders.

Nursing M8330**The Consultation/Liaison Process in Advanced Nursing Practice**

3 credits. This seminar will introduce the student to the consultation/liaison process and its application in a variety of health care and community settings. The knowledge gained will enhance the effectiveness of the advanced practice nurse.

Nursing M8460**Comprehensive Women's Health**

3 credits. Prerequisites and Corequisites: M4050, M8462, M8464. This course addresses health issues throughout a woman's life span. It includes an overview of disorders that occur mainly in women and the role of the nurse practitioner in managing care of the adult female. Topics related to gynecologic health including deviations and non-gynecologic medical problems are presented. Concurrent supervised clinical experiences are required.

Nursing M8462**Practicum in Comprehensive Women's Health**

3 credits. Prerequisites and Corequisites: M4050, M8462, M8464. Supervised clinical experiences focus on application of history taking and physical examination skills, collaborative diagnosis, and management of women's health throughout the life span. Emphasis is placed on the nurse practitioner role in care of the adult nonpregnant female in ambulatory settings.

Nursing M8464**Advanced Clinical Assessment in Women's Health**

3 Credits. Prerequisites and Corequisites: M4050, M6100. This course explores the theoretical dimensions of advanced clinical assessment of women through the life cycle with particular focus on the theory and skill of pelvic assessment. *This course is no longer offered.*

Nursing M8465**Primary Care of Women Across the Life Span II**

2 Credits. Builds on Primary Care of Women Across the Life Span I, this course focuses on advanced clinical diagnosis and treatment of select women's physical health problems. Provides knowledge for the women's health care provider to meet selected primary care needs related to infectious disease, autoimmune disease and the cardiac, hematological, neurological, metabolic, and endocrine systems.

Nursing M8468**Advanced Seminar and Practicum in Women's Health**

3-6 Credits. Prerequisites: M6080, M6651, M8460, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

Nursing M8471**Normal Antepartum: Didactic**

2 credits. Prerequisites and Corequisites: M6666, M6150, M8472. An overview of the principles and practice of clinical care during the antepartum and theoretical topics include the public health, physiological, psychological and emotional basis for prenatal care. The practical applications cover clinical midwifery management in the antepartum period, assessment of fetal growth and development, nutritional assessment and management, evaluation of the family unit, and teaching/counseling considerations.

Nursing M8472**Normal Antepartum: Clinical**

2 credits. Prerequisites and Corequisites: M6100, M6150, M6666, M8471. This course covers the broad scope of prenatal care and includes: The history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus; The physiological, social, emotional, and educational components of antepartum care; Clinical practice includes nurse-midwifery management of the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

Nursing M8473**Intrapartum: Clinical**

2-3 credits. Prerequisite: M8476 & 8477, M8479, M8478, M6100, M6150, M6460, M6666. Clinical experience includes 16-20 hours per week in nurse midwifery management of labor and delivery of childbearing women. Experience on the postpartum ward and in the newborn nursery is obtained in this clinical rotation when intrapartum patients are not available.

Nursing M8475**Clinical Residency in Nurse-Midwifery**

2-5 credits. Prerequisite: M8476 & M8477, M8471 & M8472, M8479 & M8473, M6466. Nurse-Midwifery services provide intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

Nursing M8476**Well Woman Gynecology: Didactic**

2 credits. Well Woman Gynecology is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

Nursing M8477**Well Woman Gynecology: Clinical**

2 credits. Well Woman Gynecology Clinical is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It provides clinical experience in health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

Nursing M8478**Breastfeeding, Postpartum, and Newborn Care**

2 credits. This course provides theoretical and practical knowledge of the immediate postpartum period and the neonate. Normal physiology and family centered management skills are emphasized. Pathophysiology is also covered with various interventions when deviations from the normal are encountered.

Nursing M8479**Normal Intrapartum**

2-3 credits. Prerequisite: M8476, M8477, M8473, M8478, M6100, M6150, M6460, M6666. The course is offered for eight weeks in the Spring. The first week consists of four days of seminars with focus on orientation to the module and basic information that will allow students to begin clinical with a sound theoretical base. For the remainder of the course, there are four hours of seminar each week.

Nursing M8482**Primary Care of Childbearing Women**

3 Credits. An overview of the principles and practice of primary care during the prenatal and postpartum period. The focus is on normal antepartum and postpartum. The physiological, psychological, emotional and social basis for prenatal care will be examined in the theoretical context of public health. Topics include the management in the woman throughout the antepartum period, assessment of fetal growth and development, evaluation of the family unit, and teaching/counseling considerations.

Nursing M8545**Diagnosis and Management of Illness in Families I**

4 credits. Prerequisites and Corequisites: M8557, M6100, M8785; M6121, M8102, M8558, M8693, or M8625. Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Topics selected for study include cardiovascular, gastrointestinal, endocrine, respiratory, and hematology. The identification and management of clinical problems are emphasized. The role of the nurse practitioner in a collaborative model is discussed.

Nursing M8546**Diagnosis and Management of Illness in Families II**

4 credits. Prerequisites and Corequisites: M8557, M8558, M6100, M8785, M6121, M8625, M8693 or M8625; M8559, M8567 or M8850. Utilizing a systems approach, the diagnosis and management of problems encountered in Primary Care are studied. Among the selected systems for study are neurological, dermatological, musculoskeletal, opthamological, psychological, and immunological.

Nursing M8557**Family Primary Care I**

2 credits. Corequisite: M8785. This course is designed to introduce the student to the role of the nurse practitioner as a provider of community centered family primary care. The focus will be on health maintenance and illness prevention.

Nursing M8558**Family Primary Care II**

2 credits. Prerequisites and Corequisites: M8557, M8785, M6100; M8625 or M8693, M8770. This required course is designed to prepare the advanced practice student to provide primary care to individuals through the life span. Utilizing lectures and case presentation the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

Nursing M8559**Family Primary Care III**

2 credits. Prerequisites and Corequisites: M8557, M8558; M8771, M8850, or M8566, M8567. This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals and families, through the life span in a variety of clinical settings. Utilizing lectures and case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation is required.

Nursing M8560**Family Theory in Context**

2-3 credits. Prerequisites or Corequisites: M6020 or M8180. This course is an introduction to family theory. It introduces the student to a new epistemology, one in which the central concepts stress a picture of causality that is circular, rather than the linear view of causality. Concepts of the family as a system and theoretical models upon which to base clinical practice will be discussed. The course will apply family systems concepts and methods to problems related to health and illness faced by families. Basic skills of genogram construction, assessment of family life cycle events and transition periods will be demonstrated. Readings, videotapes, case presentations and discussions will be used to explore theoretical and practical issues related to a family systems approach to working with physically and mentally ill patients and their families.

Nursing M8562**Practice of Family Therapy**

2 credits. Prerequisite: M8560, M8590, M8591. This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of clinical practice and supervision.

Nursing M8566**Family Primary Care:
Practicum IIIA**

2 credits. Prerequisites and Corerequisites: M8770, M8625; M8670, M8771. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8567**Family Primary Care: Practicum IIIB**

2 credits. Prerequisites and Corequisites: M8770, M8625, M8670, M8771. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8569**Advanced Clinical Assessment in Primary Care**

3 Credits. This course has three components:

1. Advanced Physical Assessment
2. Clinical Evaluation
3. Clinical Lectures

This course is no longer offered.

Nursing M8571**Seminar on Family Therapy and Technique**

2 credits. Prerequisites and Corequisites: M8590, M8591, M8560. This course focuses on an integrated systems approach, including structural, Bowenian, and the multicontextual framework and is designed to assist the student in integrating the theoretical and practical aspects of the systems approach to treating families. The course will review the basic issues involved in psychiatric diagnosis and abnormal psychopathology from a systems perspective. Videotape review, didactic materials, class presentation, and discussion will provide a comprehensive theoretical basis for the understanding and development of more advanced clinical skills.

Nursing M8588**Theory of Group Psychotherapy**

2 Credits. This course is designed to increase the student's understanding of the key concepts, the dynamics, and development of psychotherapy groups. Students are encouraged to explore the theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice. Students will address the developmental needs of clients as they relate to the group experience.

Nursing M8590**Theory and Practice of Individual Psychotherapy I**

2 credits. Prerequisite: M6597, M6528. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon this assessment the student plans appropriate interventions.

Nursing M8591**Theory and Practice of Individual Psychotherapy II**

2 credits. Prerequisite: M6597, M6528, M8590. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's need for a learning experience. Students arrange for clinical contact with assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for evaluating the interrelatedness of the biophysical, psychosocial, cognitive, cultural, and spiritual dimensions of the clients. Based upon evaluation, the student utilizes appropriate therapeutic interventions which she evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.

Nursing M8592**Clinical Practice and Supervision with Groups**

2 credits. Prerequisite and Corerequisites: M8590, M6528; M6588. The student participates as a leader or co-leader in a psychotherapeutic group of 10-12 sessions. Clinical supervision is focused on group dynamics and development.

Nursing M8594**Advanced Practice in Psychiatric Mental Health Nursing I**

3 credits. Prerequisite: M6530, M6594, M6597, M8590, M8591, M8592. Or Corequisite: M8562. This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

Nursing M8595**Advanced Practice in Psychiatric Mental Health Nursing II**

3 credits. Prerequisite: *Advanced Practice in Psychiatric Mental Nursing I.* This course is designed to advance the student's clinical practice with clients in a variety of psychiatric mental health settings. The practicum is the second of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will evaluate the roles of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the student, agency and faculty based upon course objectives, clinical objectives and student career goals.

Nursing M8625**Family Primary Care: Practicum II**

4 credits. Prerequisite: M6840, M6100, M8557. Corequisite: M8770, M8558, M6121. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

Nursing M8640**Advanced Seminar and Practicum in Women's Health**

3-6 credits. Prerequisite: M6651, M6080, M8460, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

Nursing M8661**Advanced Pediatric and Neonatal Pharmacology**

3 credits. Prerequisites and Corequisites: M6100, M4100. This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life and early childhood and adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

Nursing M8663**Pathophysiology and Management of the High Risk Neonate**

3 credits. Prerequisites and Corequisites: M6140, M6141; M8666, M8661. This course introduces the advanced student to a systematic approach to critical care. Emphasis is placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, renal, cardiovascular, and metabolic.

Nursing M8665**Practicum in Adult Acute Care**

4 credits. Prerequisite: M8783. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems in the acute care setting. Students in the clinical setting are to function more independently under preceptor supervision. *This course is no longer offered.*

Nursing M8666**Practicum: Pathophysiology and Management of the High Risk Neonate**

3 credits. Prerequisites and Corequisites: M6140, M6141; M8663, M8661. This course is an in-depth practicum which allows the NNP student to utilize all previous learning in his/her management of infants at risk. The practicum will provide the NNP student with the opportunity to apply his/her knowledge to selected high-risk neonates. It will be an intensive experience in which the student will analyze all available data, synthesize his/her thinking, implement the plan of care and evaluate the results. The student will refine collaborative skills with physicians, nurses and other allied health personnel through the course.

Nursing M8670**Pediatric Primary Care Nursing III**

2 credits. Prerequisites and Corequisites: M6610, M6620, M6630, M6632, M6122; M8674. This required course in the PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge base to recognize and manage common health problems in the pediatric population.

Nursing M8672, M8673, M8674**Pediatric Primary Care Nursing III: Clinical**

4 credits - M8672, 2 credits - M8673, 2 credits - M8674. Prerequisites and Corequisites: M6610, M6620, M6630, M6632; M8670. This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory settings; and on planning and managing the care of hospitalized children. The Pediatric Clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, they will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6630 and M8670 to assess and develop plans of care for all children and adolescents.

Nursing M8693**Family Primary Care: Practicum IIA**

2 credits. Prerequisites and Corequisites: M6840, M6100, M8557; M8770, M8558, M6121. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

Nursing M8746**Clinical Specialization in Oncology Nursing I**

2-3 credits. Prerequisite: *Oncology Nursing Theory/Practice I* (or *Advanced Standing*), *Oncology Nursing Theory/Practice II* and *III*. This course provides the opportunity for clinical specialization in an area of oncology nursing selected by student. Learning is facilitated by a preceptor with recognized expertise in the particular clinical area. An in-depth familiarity with the nursing research literature related to the clinical area is developed and research-based clinical project is proposed. *This course is no longer offered.*

Nursing M8747**Clinical Specialization in Oncology Nursing II**

2-3 credits. Prerequisite: *Oncology Nursing Theory/Practice I* (or *Advanced Standing*), *Oncology Nursing Theory/Practice II* and *III*. This course provides the opportunity for clinical specialization in an area of oncology nursing selected by student. Learning is facilitated by a preceptor with recognized expertise in the particular clinical area. In this course, a research-based clinical project may be implemented. *This course is no longer offered.*

Nursing 8770**Diagnosis and Management of Illness in Adults I**

3-4 credits. Prerequisites and Corequisites: M6720, M6100, M8785; M6121, M8772. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adult are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

Nursing M8771**Diagnosis and Management of Illness in Adults II**

3-4 credits. Prerequisite: M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in Primary Adult Care are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous and musculoskeletal.

Nursing M8772**Practicum in Adult Primary Care I**

4 credits. Prerequisites and Corequisites: M6720, M6100, M8785; M8770, M6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

Nursing M8773**Practicum in Adult Primary Care II**

3 credits. Prerequisite: M8772. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

Nursing M8776**Advanced Practicum in Primary Care**

2 credits. Corequisite: M8771. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8778**Advanced Practicum in Geriatric Primary Care**

2 Credits. Corequisite: M8771. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for elderly adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8783**Acute Care Management of Adults I**

3 credits. Prerequisites and Corequisites: M6720, M6100, M8785; M6121, M8772, M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in acute care of adult are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners. See M8665 for related clinical experience. *This course is no longer offered.*

Nursing M8784**Acute Care Management of Adults II**

3 credits. Prerequisite: M8783. Utilizing a systems approach, the diagnosis and management of health problems encountered in Acute Care of the Adult are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous, and musculoskeletal. See M8665 for related clinical experience. *This course is no longer offered.*

Nursing M8786**Advanced Clinical Assessment in Adults**

2-3 Credits. Prerequisites and Corequisites: M4050, M6100, M6121, M6720. This course explores the theoretical dimensions of advanced clinical assessment of adults and incorporates advanced techniques of history taking and physical examination.

Nursing M8787**Practicum in Advanced Clinical Assessment for Adults**

1 Credit. Prerequisites and Corequisites: M4050, M6100, M6900. Guided study with clinical application of advanced physical assessment techniques in adults.

Nursing M8795**Family Primary Care: Practicum IIB**

2 credits. Prerequisites and Corequisites: M6840, M6100, M8557, M8770, M6121; M8558. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

Nursing M8810**Critical Care and Emergency Care Concepts**

2 Credits. Prerequisites and Corequisites: Master's program core courses; M8785, M8815. This course addresses the role, the scope of practice and standards of clinical practice of the nurse practitioner. It addresses the delivery of care to the critically ill patient. Health policy, legal issues and research as it relates to the nurse practitioner will be discussed. Other topics covered include patient education, case management and quality of care issues. *This course is no longer offered.*

Nursing M8815**Introductory Practicum in Critical Care I for the Nurse Practitioner**

1 Credit. Prerequisites and Corequisites: Master's program core courses; M8786. This course focuses on the essential technology and procedures utilized in the management of the critically ill that is inherent to the role of the nurse practitioner. During laboratory / clinical experiences psychomotor skills and the use of advanced assessment technologies for the nurse practitioner will be developed. This course companions M8786.

Nursing M8816**Practicum in Critical/Acute Care for the Nurse Practitioner**

3-4 Credits. Prerequisites and Corequisites: M8785, M8810, M8815, M6838.

The practicum in critical/acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting.

Nursing M8820**Advanced Practicum in Critical Care for the Nurse Practitioner**

3 Credits. Prerequisites and Corequisites: M6838, M6839, M8816, M6100, M6121, M8102. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

Nursing M8825**Integration Practicum in Critical Care for the Nurse Practitioner**

4-5 Credits. Prerequisites and Corequisites: M6838, M8816, M8820, M6839. The practicum in critical acute care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency and critically ill patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised precepted experience.

Nursing M8835**Critical Decision Making in Nurse Anesthesia Practice I**

1 credit. Prerequisites and Corequisites: Successful completion of all Semester II courses and M8870. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate and engender discussion and critical analysis.

Nursing M8836**Critical Decision Making in Nurse Anesthesia II**

1 credit. Prerequisites and Corequisites: All Semester III courses and M8871. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate discussion and critical analysis.

Nursing M8837**Critical Decision Making in Nurse Anesthesia Practice III**

1 credit. Prerequisite or Corequisite: Successful completion of all previous course work in Anesthesia. Critical analysis of selected topics in nurse anesthesia practice related to Residency III objectives. Seminar formats will facilitate and engender discussion and critical analysis.

Nursing M8838**Critical Decision Making in Nurse Anesthesia Practice IV**

1 credit. Prerequisite or Corequisite: Successful completion of all previous anesthesia course work. Critical analysis of selected topics in nurse anesthesia practices related to Residency IV objectives. Seminar formats will facilitate and engender discussion for critical analysis.

Nursing M8845**Cancer in Childhood**

3 credits. This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

Nursing M8850**Family Primary Care: Practicum III**

4 credits. Prerequisites and Corequisites: M8770, M8625; M8670, M8771. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8864**Practicum in Geriatric Primary Care I**

4 credits. Prerequisites and Corequisites: M6720, M6100, M8785, M6750; M6121. The practicum is a clinical field experience designed to provide opportunity for students to acquire initial skills in assessment, decision-making and case management of care of the geriatric client with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

Nursing M8865**Practicum in Geriatric Primary Care II**

1 credit. Prerequisite: M6720, M6100, M4010, M6750, M8860, M8864. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making and case management of geriatric clients with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

Nursing M8867**Interdisciplinary Approach to Geriatric Assessment and Long Term Care**

3 Credits. This course provides a systematic overview of a comprehensive interdisciplinary geriatric assessment. In addition, the course reviews the wide range of health and supportive services provided for older individuals at one point or another in the continuum of long term care.

Nursing M8870**Nurse Anesthesia Residency I**

1 credit. Prerequisite: All previous course work in Anesthesia. Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA/MD preceptors act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and enhance learning.

Nursing M8871**Nurse Anesthesia Residency II**

1 credit. Prerequisites and Corequisites: M6862, M6870 and M8870; M8836. Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA faculty members act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

Nursing M8872**Anesthesia Residency III**

1 credit. Prerequisite or Corequisite: All previous course work in Anesthesia. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. CRNA and MD faculty members and preceptors act as guides.

Nursing M8873**Anesthesia Residency IV**

1 credit. Prerequisite: M8870, M8871, all previous class work.

Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems.

Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardio-thoracic surgery, pediatrics, post anesthesia care and critical care units. CRNA faculty members and preceptors act as guides.

Nursing M8882**Oncology Nursing Theory III: Cancer Prevention and Detection**

2 credits. Prerequisites: *Oncology Nursing Theory/Practice I (or Advanced Standing)*, and *Oncology Nursing Theory/Practice II*; concurrent with *Oncology Nursing Practice III*. This course presents an in-depth examination of primary and secondary cancer prevention and the expanded role of the nurse in preventive health care. Topics include: health education/behaviors carcinogenesis, epidemiology, etiology, risk factors, screening and detection and chemoprevention.

Nursing M8883**Oncology Nursing Practice III: Cancer Prevention and Detection**

3 credits. Prerequisites: *Oncology Nursing Theory/Practice I (or Advanced Standing)*, and *Oncology Nursing Theory/Practice II*; concurrent with *Oncology Nursing Practice III*. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting, the student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities.

Nursing M9001**Social and Intellectual Foundations of Nursing**

4 credits. Prerequisites: *Masters of Science in Nursing* or by permission of the instructor. Examination of the structure and growth of contemporary nursing knowledge as it developed within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing. Philosophy of science is applied to the development of nursing science.

Nursing M9200**Doctoral Dissertation Advisement**

0 Credits. This is one option for the student who has completed all requirements for the doctorate but the dissertation and must maintain continuous enrollment. The student is eligible to register for this status if he or she is conducting dissertation research and has completed the required number of dissertation credits and needs to maintain continuous enrollment until graduation. It is an alternative to enrolling in M9820. A fee is charged, and the student has access to University resources.

Nursing M9205**Analysis and Evaluation of Health Policy**

3 credits. Prerequisites: *Introductory course in health policy or consent of instructor*. This course introduces students to the contributions of research to the development of health policy. It offers a critical review of methods and results of policy research, examines the relationship among science, policy and politics, explores ways to use policy to extend innovations, and identifies critical questions shaping the future policy research agenda.

Nursing M9210**Health Systems Colloquium**

3 credits. Prerequisite: M9205. This course endeavors to link clinical practice in nursing with policy issues, by exploring a series of topical clinical issues that have significant health systems and health policy implications. Each seminar topic will address policy questions at four levels: the delivery system (across settings); cultural and ethnic groups; state and regional levels; and national level policies.

Nursing M9280**Dissertation Credits**

1-3 Credits. Student conducts independent research under the guidance of a sponsor and dissertation committee. Minimum of 2 credits is required, and constitutes a full-time load for doctoral candidates. The course can be repeated. A student who has completed all required course work and has been admitted to candidacy for the doctoral degree must maintain continuous enrollment until graduation by enrolling in either M9280 or M9200.

Nursing M9300**Comparative Research Design and Methodology I**

3 credits. Prerequisites: *Master's level course in research and statistics*. This is the first in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the uses, strengths and weaknesses of experimental and quasi-experimental designs and designs used in health policy research.

Nursing M9301**Comparative Research Design and Methodology II**

3 Credits. Prerequisite: *M9300*. This is the second course in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies. The course will address: the uses, strengths and weaknesses of qualitative, survey, epidemiological and outcomes research.

Nursing M9350**Concept Development From Clinical Phenomena in Nursing**

3 credits. The course examines the empirical foundation of advanced nursing practice, analyzing nursing theories, their concepts, and their applicability to observed clinical nursing. Focus will be placed on development of critical thinking skills in analyzing extant practice for theory implications. Students will examine various frameworks for the development, definition, analysis, and synthesis of theories and concepts, as well as assessing theory applications through direct clinical observation. Focus will be placed on development and analysis of selected concepts.

Nursing M9354**Measurement of Clinical and Other Phenomena**

3 credits. Prerequisite: *M9500 or permission of instructor*. The course will explore the methods used to study clinical and other phenomena. Included will be discussion of issues related to instrumentation, both qualitative and quantitative, access to patient populations including clinical trials, validity, reliability and ethical aspects of research.

Nursing M9500**Health Care of Vulnerable Populations**

3 credits. Seminar aimed at the continued refinement of critical thinking associated with a focused area of clinical nursing. The framework of the seminar will be the health care of vulnerable populations.

Nursing M9502 and M9503

4 Credits. The student will decide, with the research advisor or selected others, on an individually determined study of statistics and research methods based upon the selected focus of dissertation study. Selected courses throughout the University may be used to satisfy this requirement.

Nursing M9505**Research Practicum**

1 Credit. The student works with a faculty member who is conducting a research project. The specific nature of the experience depends on the nature and stage of the research, but might include search and review of relevant literature, data collection, data analysis and / or grant preparation.

Nursing M9510**Guided Study in Nursing Science**

1-3 Credits. The student works under the guidance of a faculty member to study in depth a topic related to the development of nursing science. Specific objectives and requirements are negotiated individually. The course may be repeated more than once provided different faculty members supervise the learning experience.

Nursing M9520**Clinical Leadership Colloquium**

2 Credits. This colloquium is designed for the doctoral student in the clinical nursing research specialty. Seminars will include an examination of current theory, research findings and issues regarding an area of clinical practice identified by the student. Each student will pursue in-depth study of a clinical phenomenon in the context of clinical research. Conceptual and empirical issues and the applicable theoretical underpinnings will be explored fully. The primary outcome of the colloquium is to prepare effective leaders in clinical practice, using principles of change, leadership, and the scientific literature as the foundations.

Nursing M952I**Practicum in Clinical Leadership**

3 Credits. This course is designed for the doctoral student in the clinical leadership and research track. The purpose of the course is to provide an opportunity for participation in the development, analysis, and evaluation of innovations and/or research in clinical practice settings that are relevant to the student's sub-specialty emphasis. This Practicum is required of all doctoral students in the clinical leadership and research track, and is open as an elective to doctoral students in the health policy track. The course experience should be planned with the student's advisor and the practicum coordinator. There must be an identified preceptor at each selected site, available for regular consultation and guidance as needed.

Nursing M9608**Practicum in Health Policy**

This course provides students with specialization in Health Policy, a Practicum experience developing and analyzing health policy in an organization relevant to the student's clinical practice specialty. Required for Health Policy majors.

Nursing M9900**Dissertation Seminar**

2 Credits. The seminar will focus on the dissertation process including site access, IRB regulations, research integrity, issues of sampling, instrumentation, data collection, analysis, and writing of dissertation.

G4010**Research Ethics: Frontiers in Scientific Conduct**

1 Credit. Required multidisciplinary course about current issues related to proper conduct of basic and scientific research. The course follows the NIH Guidelines for instruction.

G665I**Philosophy of Science**

3 Credits. This required course, offered by the Philosophy department in the graduate School of Arts and Sciences, will give students a foundation in the logic of inquiry in the natural sciences.

Individualized Study in Nursing: M4099,**M6099, M6350, M8490, M8499, M8550, M8650, M8780, M8790, M8843, M8886, M8890.**

1-8 Credits. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist / nurse practitioner and the student's specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. **A project report is required.**

Administration and Instructional Affairs

UNIVERSITY ADMINISTRATION

George Rupp

PhD
President of the University

Jonathan R. Cole

PhD
Provost of the University

Thomas Q. Morris

MD
Interim Dean of Clinical and
Educational Affairs

David Hirsch

PhD, MD
Interim Dean for Research

Mary O. Munding

DrPH
Dean, School of Nursing

Sarah Sheets Cook

MEd
Vice Dean, School of Nursing

Geoffrey S. Berg

MBA
Vice Dean, Finance and Administration,
School of Nursing

Jennifer Smith

MBA, MPH
Assistant Dean, Development and Alumni
Affairs, School of Nursing

Elizabeth R. Lenz

PhD
Associate Dean, Research and Doctoral
Studies, School of Nursing

Judy Honig

EdD
Assistant Dean, Student Services, School of
Nursing

Karen Piacentini

Associate Dean, Practice
Development
BA, Scripps College; MBA, USC

OFFICERS OF INSTRUCTION

Joyce Anastasi

Associate Professor of Nursing Director,
Center for AIDS Research
BSN, Wagner College
MA, New York University
PhD, Adelphi University
FAAN
Research: AIDS, HIV symptomology

Carolyn Auerhahn

Assistant Professor of Clinical Nursing
Diploma, Bellevue School of Nursing
BS, Pace University
MS, Columbia University
EdD, Teachers College, Columbia
University
Certified Adult and Geriatric Nurse
Practitioner

Suzanne Bakken

Professor of Nursing
BSN, Arizona State University
MS, University of California
at San Francisco
DNSc, University of California
at San Francisco
FAAN
Nurse Informaticist
Research: Coding and Classification
Systems for Ambulatory Care

Geoffrey S. Berg

Assistant Clinical Professor of Nursing
Management
Associate Dean, Finance and Administration
BA, Syracuse
MBA, Boston University

Penelope Buschman

Assistant Professor of Clinical Nursing
Director, Psychiatric Mental Health Program
AB, Wheaton College
BS, Columbia University
MS, Boston University
FAAN
Certified Clinical Specialist in Psychiatric and
Mental Health Nursing
Research: Grief and Bereavement
Faculty Practice: Babies and Children's
Hospital, CPMC

Mary Byrne

Associate Professor of Nursing
BS, Cornell University
MS, Adelphi University
MPH, Columbia University
PhD, Adelphi University
Certified Pediatric Nurse Practitioner
Research: High Risk Families

Sarah Sheets Cook

Professor of Clinical Nursing
Vice Dean; Administrative Director, WHO
Collaborating Center for International
Nursing Development of Advanced Practice
BSN, Michigan
MEd, Columbia University
DPNAP, Certified Perinatal Nurse
Specialist, Internationally
Board Certified Lactation Consultant
Faculty Practice: Maternal-Child Health
Joint Practice, OB/GYN, Stamford, CT.

Lesly Curtis

Assistant Professor of Clinical Nursing
Director, Entry to Practice Program
 BS, Columbia University
 MS, Columbia University
 MA, Purdue
 NP Certification
 Psychoanalytic Psychotherapy
Practice: Psychiatric Nursing,
 private practice

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Assistant Professor of Clinical Nursing
Director, Geriatric Nurse Practitioner
Program
 BS, Medical College of Georgia
 MS, Columbia University
 MPH, Columbia University
 AANP - Adult NP
 ANCC - Geriatric NP
Practice: Adult/Geriatric Primary Care

Jennifer Dohrn

Assistant Professor of Clinical Nursing;
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 BA, University of Chicago
 BSN, Hunter College
 MS, Columbia University
 Certified Nurse Midwife
Faculty Practice: Director, Morris Heights
 Birthing Center

Noreen Esposito

Assistant Professor of Clinical Nursing;
Director, Women's Health Nurse
Practitioner Program
 Dip., Mt. Sinai Hospital School of Nursing
 BS, REDP, University of the State of New
 York
 MS, State University of New York at Stony
 Brook
 EdD, Columbia University
 Certified Women's Health Nurse
 Practitioner
Research: Access to health care for women

Richard Garfield

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Collaborating Center for International
Nursing Development of Advanced Practice
 ADN, Hahnemann Medical College
 BA, Beacon College
 MPH, Columbia University
 MS, Columbia University
 DrPH, Columbia University
 Certified Community Health Nursing
 Clinical Specialist
Research: Health policy and community
 access patterns for health care; Effect of
 political and economic embargoes on
 health care

Kristine Gebbie

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 BSN, Saint Olaf College
 MN, UCLA
 DrPH, University of Michigan
 FAAN
Research: Health Policy and Public Health
 Systems
Faculty Practice: Public Health Systems
 Development

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 BSN, William Patterson College
 MS, Pace University
 Certified Family Nurse Practitioner, and
 Geriatric Nurse Practitioner
Faculty Practice: The Center for Advanced
 Practice

Judy Honig

Assistant Professor of Clinical Nursing;
 BS, State University of New York (Buffalo)
 MS, Seton Hall
 MA, Columbia University
 EdD, Teachers College, Columbia
 University
 Certified Pediatric Nurse Practitioner
Faculty Practice: Pediatrics 2000

Ritamarie John

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Director, Pediatric Nurse Practitioner
Program
 BSN, Georgetown University
 MSN, Seton Hall University
 Certified Pediatric Nurse Practitioner

Elaine Larson

Professor of Pharmaceutical and Therapeutic
Research and Public Health
 BS, MA, PhD, University of Washington,
 Seattle
 Post-doctoral Fellowship, University of
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 FAAN, DPNAP
 Certified in Infection Control
Research: Epidemiology, Infectious Diseases

Timothy J. Lehey

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 BS, Cornell University School of Nursing
 BA, City University of New York
 MS, Columbia University
 Certified Registered Nurse Anesthetist
Faculty Practice: Nyack Anesthesia
 Associates

Elizabeth R. Lenz

Anna C. Maxwell Professor of Nursing
Research; Associate Dean, Research and
Doctoral Studies
 BSN, DePauw University
 MS, Boston College
 PhD, University of Delaware
 FAAN
Research: Impact of illness on families;
 recovery from cardiac events; beginning
 families and parenting; evaluation of
 primary care practice

Maribeth Massie

*Assistant Program Director, Nurse Anesthesia
Instructor in Clinical Nursing
BSN, Ohio State University
MS, Columbia University
Certified Registered Nurse Anesthetist
Faculty Practice: Maryland Shock Trauma
Unit*

Lonnie Morris

*Assistant Professor of Clinical Nursing
BS, Farleigh Dickenson
MS, Columbia University
ND, Case Western Reserve
ACMM
Practice: Private Midwifery Practice*

Marlene McHugh

*Assistant Professor of Clinical Nursing
BS, Columbia University
MS, Columbia University
Certified Family Nurse Practitioner;
Certified Critical Care Nurse*

Mary O. Munding

*Dean; Centennial Professor in Health Policy;
Director, WHO Collaborating Center for
International Nursing Development of
Advanced Practice
BSN, Michigan
MA, Columbia University
DrPH, Columbia University
FAAN
Research: Health policy; family care of the
frail elderly; technology assessment in
home care*

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*Assistant Professor of Clinical Nursing
Program Director, Oncology
BS, Skidmore
MS, Columbia University
Certified Pediatric Primary Care
Oncology Certified Nurse
Advanced Oncology Nurse*

Josephine Sapp

*Assistant Professor of Clinical Nursing
BSN, William Patterson College
MS, Columbia University
Certified Adult Psychiatric Clinical Nurse
Specialist and Psychiatric/Mental Health
Nurse Practitioner
Faculty Practice: Psychiatric Mental Health
Nursing,
Bayonne, NJ*

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*Assistant Professor of Clinical Nursing
BSN, University of Pittsburgh
MBA, Columbia University
MPH, Columbia University
Clinical Nurse*

Janice Smolowitz

*Assistant Professor of Clinical Nursing
BS, SUNY
MS, Columbia University
EdD, Teacher's College, Columbia
University
ANP, CS, Certified Adult Nurse
Practitioner
CDE, Certified Diabetes Educator
Research: Diabetes, Hypertension
Practice: Adult Primary Care*

JoAnne Staats

*Assistant Professor of Clinical Nursing
Program Director, Adult Primary Care
BS, Adelphi University
MS, Columbia University
Diploma, St. Luke's School of Nursing
ANP/CS Certified Adult Nurse
Practitioner
Practice: Adult Primary Care/HIV*

Edwidge Jourdain Thomas

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BSN, Rutgers University
MS, Columbia University
Faculty Practice: CAPNA*

Kimberly Whitfill

*Assistant Professor of Clinical Nursing
BS, Kansas State University
BS, Columbia University
MS, Columbia University
Certified Nurse Midwife
Neonatal Resuscitation - Certified*

Laura Zeidenstein

*Assistant Professor of Clinical
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BA, Evergreen State College
BSC, SUNY
MSC, Yale University
AAP/AHA Neonatal Resuscitation
Provider
Certified Nurse/Midwife
BLS
Research: Nurse/Midwifery*

FULL-TIME CLINICAL FACULTY

Susanne Arcuni, MS, FNP
 Karen Betten, MS, ACNP
 Catherine Brown, MA, ANP
 Katherine Catanese, MS, CNS
 Rozelle Corda, MS, FNP
 Maureen Davey, MS, FNP
 Mary Donovan, MS, ACNP
 Ana Echeverri, MS, FNP
 Margaret Flannery, MS, FNP
 Patricia Harren, MS, FNP
 Anne Herlick, MS, FNP
 Diane LaPoint-Rudow, MS, ANP, CCTC
 Linda Lofrumento, MS, ANP, FNP
 Stasi Lubansky, MS, ANP
 Hope Mazurek, MS, ACNP
 Christine Merle, MS, PNP
 Lorraine Olivero-Rivera, MS, FNP
 W. Daniel Roberts, MS, ACNP-CS
 Edwidge Thomas, MS, ANP
 Mary Ellen Tresgallo, MS, FNP, MPH
 Joan Valas, MS, ACNP
 Kristine Viscovich, MS, ANP

Lesley Field
Patricia Stone

J. Sepp 5-0080

PART-TIME FACULTY

Jeanmarie Baker, BA, MA, MS, APRN, NP, CS
 Umberto Conte, Pharm D
 Judy Cheng, Pharm D
 Aileen Clucas, MSN
 Ellen Lauria, MS, RN
 Patricia Puma, MS, CRNA
 Ronald Slavin, PhD
 David Taft, PhD
 Nancy Smillen, MS, CRNA

OFFICE OF THE DEAN STAFF

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Senior Administrative Assistant
 Kristin Warbasse
Executive Assistant to the Dean

OFFICE OF STUDENT SERVICES STAFF

Judy Honig
Assistant Dean, Student Services
 Oscar Vasquez
Financial Aid Officer
 Juanita Johnson
Administrative Assistant
 Alexandra Mena
Secretary/Receptionist
 Desiree Roach
Administrative Aide

OFFICE OF SUPPORT SERVICES STAFF

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Manager of Operations
 Stewart Brisby
Senior Secretary
 Pamela Walker
Senior Secretary
 Helen Gee
Junior Accountant
 Wassie Agalew
Administrative Assistant
 Luis Medrano
Senior Clerk

Tentative Academic Calendar: 1999-2001

The following Academic Calendar was correct and complete as of the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar for the School of Nursing may be obtained in the Office of Student Information Services 212-305-5756.

MAJOR RELIGIOUS HOLIDAYS

Some of the major religious holidays are shown below. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

1999 - 2000

Rosh Hashanah

Saturday, Sunday, September 11, 12

Yom Kippur

Monday, September 20

First days of Succoth

Saturday, Sunday, September 25, 26

Concluding days of Succoth

Saturday, Sunday, October 2, 3

Id al Fitr

Saturday, January 8

Lunar New Year

Tuesday, January 31

Id al Adha

Thursday, March 16

First days of Passover

Thursday, Friday, April 20, 21

Good Friday

Friday, April 21

Concluding days of Passover

Thursday, Friday, April 26, 27

Shavuoth

Friday, Saturday, June 9, 10

2000 - 2001

Rosh Hashanah

Saturday, Sunday, September 30, October 1

Yom Kippur

Monday, October 9

First days of Succoth

Saturday, Sunday, October 14, 15

Concluding days of Succoth

Saturday, Sunday, October 21, 22

Id al Fitr

Wednesday, December 27

Lunar New Year

Wednesday, January 24

Id al Adha

Tuesday, March 6

First days of Passover

Sunday, Monday, April 8, 9

Good Friday

Friday, April 13

Concluding days of Passover

Saturday, Sunday, April 14, 15

Shavuoth

Monday, Tuesday, May 28, 29

AUTUMN TERM 1999

August	2	Monday. Last day to file an application for October degrees.
September	1 - 2	Wednesday - Thursday. Registration continuing and new students.
	1	Wednesday. Orientation
	7	Tuesday. Classes begin. First day to add/drop programs.
	12	Thursday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.
	13	Monday. ETP Autumn Term begins.
October	20	Wednesday. Award of October degrees.
November	2	Tuesday. Election Day. No classes.
	25-28	Thursday - Sunday. Thanksgiving Holiday. No classes.
December	1	Wednesday. Last day to file an application for February degrees.
	6 -8	Monday - Wednesday. New Students Registration.
	13	Monday. Last day of classes.
	17	Friday. ETP Autumn Term ends.
	14 - 22	Tuesday - Wednesday. Examinations period. Term ends.

SPRING TERM 2000

January	3	Monday. ETP Winter Term begins.
	11-13	Tuesday. Registration for Spring Term.
	17	Monday. Dr. Martin Luther King, Jr. Day. University holiday.
	18	Tuesday. Classes Begin. First day to add/drop programs.
	28	Tuesday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.
February	1	Tuesday. Last day to file an application for May degrees.
	9	Wednesday. Award of February degrees.
	21	Monday. President's Day. No classes.
March	3	Friday. ETP Winter Term ends.
	6-11	Monday - Friday. ETP Spring Recess.
	13-17	Monday - Friday. Spring Recess.
May	1	Monday. Last day of classes.
	5-12	Friday - Friday. Examination period. Term ends.

COMMENCEMENT

May	17	Wednesday. Conferring of degrees.
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SUMMER SESSION 2000

May	18 - 19	Thursday - Friday. Registration for Summer Session.
	22	Monday. Classes begin. First day to add/drop programs.
	26	Friday. Last day to add/drop programs. No adjustment of fees for individual courses dropped after this date.
	29	Monday. Memorial Day. No classes.
	30	ETP Summer Semester begins.
July	4	Tuesday. Independence Day. No classes.
	31	Summer Session ends.
August	11	Friday. ETP Summer Session ends.

AUTUMN TERM 2000

August	29 - 31	Tuesday - Thursday. Registration for the Fall Term.
	30	Wednesday. Orientation.
September	4	Monday. Labor Day. No Classes.
	5	Tuesday. Classes begin. First day of add/drop.
	11	Monday. ETP classes begin.
	12	Tuesday. Last day to add/drop. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
October	18	Wednesday. Award of October degrees.
November	6	Monday. Academic Holiday. No classes.
	7	Tuesday. Election Day. No classes.
	17	Thursday. Last day to add/drop programs.
	TBA	Continuing students register for Spring Term.
	23 - 26	Thursday - Sunday. Thanksgiving Holidays.
December	1	Friday. Last day to file an application for February Degrees.
	11	Monday. Last day of classes.
	15	Friday. Last day of ETP classes.
	15 - 22	Friday - Friday. Examination period. Term ends.

SPRING TERM 2001

January	2	Monday. ETP Winter Term begins.
	10 - 11	Wednesday - Thursday. Registration for Spring Term. (Subject to change.)
	15	Monday. Martin Luther King Day. No Classes.
	16	Tuesday. Classes begin. First day to add/drop programs.
	23	Tuesday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.

February	1	Thursday. Last day to file an application for May degrees.
	14	Wednesday. Award of February degrees.
	19	Monday. President's Day. No classes.

March	2	Friday. ETP Winter Term ends.
	5 - 9	Monday - Friday. ETP Spring Recess.
	12	Monday. ETP Spring Term begins.
	12 - 16	Monday - Friday. Spring Recess.

April	30	Monday. Last day of classes.
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May	4 - 11	Friday - Friday. Examination period. Term ends.
	11	Friday. ETP Spring Term ends.

COMMENCEMENT

May	16	Wednesday. Conferring of degrees.
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SUMMER SESSION 2001

May	17 -18	Thursday - Friday. Registration for summer term. (Subject to change.)
	21	Monday. Classes begin.
	25	Friday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
	28	Monday. Memorial Day. No classes.
	29	Tuesday. ETP Summer Session begins.
July	4	Wednesday. Independence Day. No classes.
	27	Friday. Last day of class.
August	1	Wednesday. Last day to file for October degrees.
	10	Friday. End of ETP Summer Session.
	29	Wednesday. Orientation.
	29 - 30	Wednesday - Thursday. New students registration for Autumn Term. (Subject to change.)

AUTUMN TERM 2001

September	3	Monday. Labor Day.
	4	Tuesday. Classes begin and first day to add/drop programs.
	10	Monday. Classes begin, ETP Autumn Term.
	14	Friday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
October	17	Wednesday. Award of October degrees.
November	5	Monday. Academic Holiday. No classes.
	6	Tuesday. Election Day. No classes.
	22 - 23	Thursday - Friday. Thanksgiving Day. No classes.
December	3	Monday. Last day to file for February degrees.
	10	Monday. Last day of classes.
	11 -14	Tuesday - Friday. Study days.
	14	Friday. Last day of classes, ETP Autumn Term.
	17 - 21	Monday - Friday. Final Examination period. Term ends.

SPRING TERM 2002

January	7	Monday. Classes begin; ETP Winter Term.
	16 - 17	Wednesday - Thursday. New student registration for Spring Term. (Subject to change.)
	21	Monday. Martin Luther King Day. No classes.
	22	Tuesday. Classes begin. First day to add/drop programs.

February	1	Friday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
	13	Wednesday. Award of February degrees.

March	1	Friday. Classes end, ETP Winter Term.
	4 - 8	Monday - Friday. ETP Spring Recess.
	11	Monday. Classes begin ETP Spring Term.
	18 - 22	Monday - Friday. Spring Recess.

May	6	Monday. Last day of classes.
	7 - 9	Tuesday - Thursday. Study days.
	10	Friday. Last day of classes ETP Spring Term.
	10 - 17	Friday - Friday. Examination period.
	22	Wednesday. Commencement.

SUMMER SESSION 2002

May	23 -24	Thursday - Friday. New student registration for Summer Session. (Subject to change.)
	20	Monday. Class begin. First day to add/drop programs..
	24	Friday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
	27	Monday. Memorial Day. No classes.
	28	Classes begin ETP Summer Session.

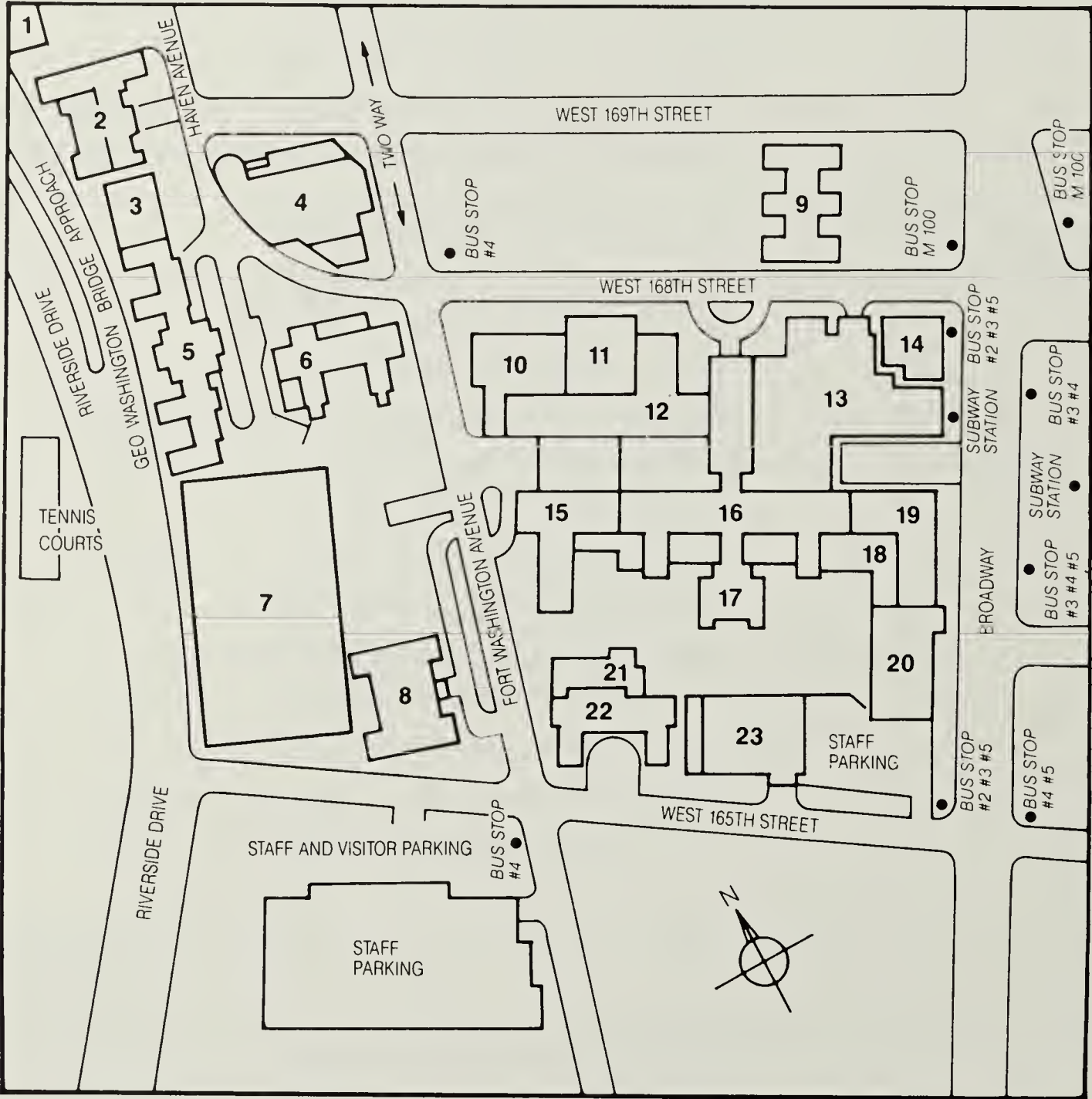
July	4	Thursday. Independence Day. No classes.
	31	Wednesday. Term ends.

August	1	Thursday. Last day to file an application for October degree.
	9	Friday. ETP Summer Session ends.
	28	Wednesday. Orientation.

AUTUMN TERM 2002

September	2	Monday. Labor Day. No classes.
	3	Tuesday. Classes begin. First day to add/drop programs.
	8	Monday. Classes begin ETP Autumn Term.
	13	Friday. Last day to add/drop programs. NO ADJUSTMENT OF FEES FOR INDIVIDUAL COURSES DROPPED AFTER THIS DATE.
October	16	Wednesday. Award of October degrees.
November	4	Monday. Academic Holiday. No classes.
	5	Tuesday. Election Day. No classes.
	28 - 29	Thursday - Friday. Thanksgiving Holiday. No classes.
December	9	Monday. Last day of classes.
	10 - 12	Tuesday - Friday. Study days.
	13	Friday. Classes end ETP Autumn Term.
	13 - 20	Friday - Friday. Examination period. Term ends.

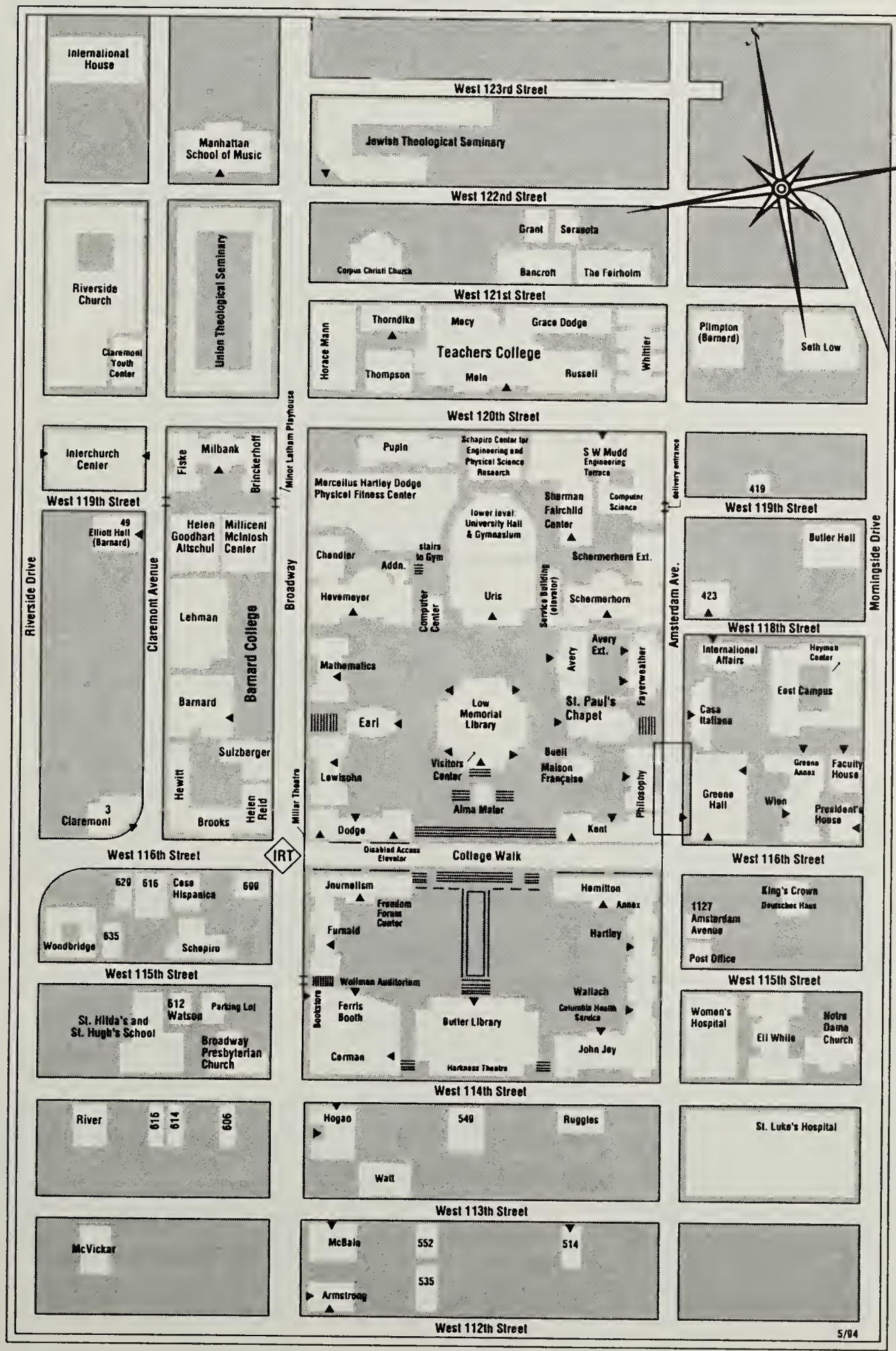
Columbia-Presbyterian Medical Center
Columbia University
HEALTH SCIENCES CAMPUS



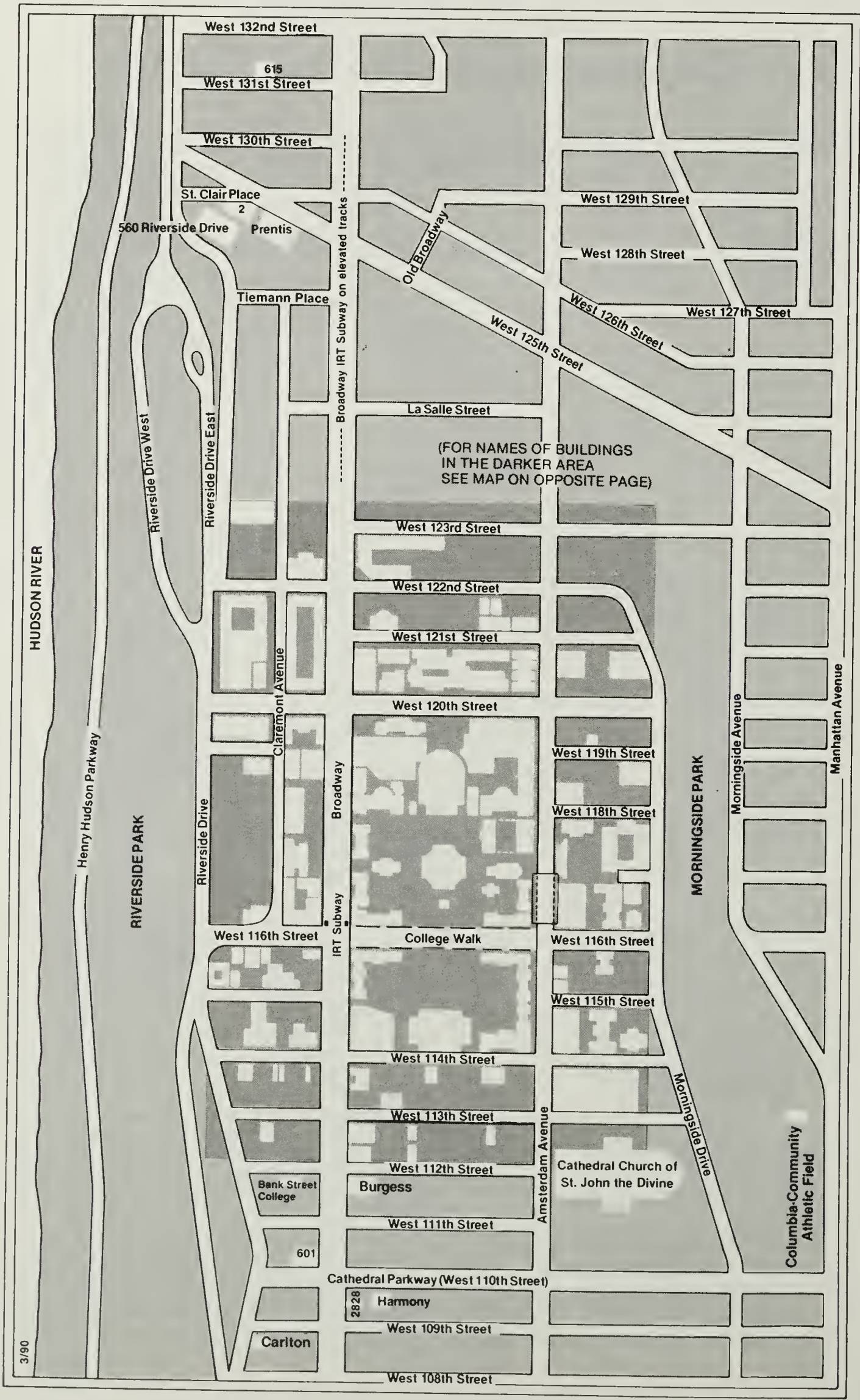
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|--|---|---|
| 1. Bard Haven Apartments | 9. School of Nursing | 19. Babies Hospital Building, North |
| 2. Bard Hall Medical Student Residence | 10. William Black Medical Research Building | 20. Babies Hospital Building, South
Babies Hospital
Sloane Hospital for Women |
| 3. The Lawrence C. Kolb Research Building | 11. Alumni Auditorium | 21. Eye Institute Research Laboratories |
| 4. Armand Hammer Health Sciences Center—Augustus C. Long Library | 12. College of Physicians and Surgeons | 22. The Edward S. Harkness Eye Institute |
| 5. The New York State Psychiatric Institute | 13. Vanderbilt Clinic | 23. Service Building |
| 6. The Neurological Institute of New York | 14. School of Public Health | |
| 7. The Milstein Hospital Building | 15. The Harkness Pavilion | |
| 8. The Dana W. Atchley Pavilion | 16. The Presbyterian Hospital Building | |
| | 17. The Pauline A. Hartford Memorial Chapel | |
| | 18. Radiotherapy Center | |

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